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ABSTRACT

Part of a 20-year Yugoslav Serbocroatian-English Contrastive Project, this study is intended to make students, teachers, textbook writers, and scholars aware of elements in the system of English modals that might cause difficulties to the native Serbocroatian-speaking learner of English. An eclectic method of contrastive analysis consisting of three steps was applied: collecting facts about the meaning and structure of English modals, linking them with corresponding information about Serbocroatian verbs felt to be their counterparts, and looking for positive and negative interference resulting from similarities and differences in the two systems. The first seven chapters look at some general grammatical and semantic features of the modals, and the last chapter treats individual modals (shall, should, will, would, can/could, may/might, must, have to, ought to, am/are/is + to, need, dare, and used to) by stressing features that seem important for teachers and other interested parties. Bibliographies and a chapter on teaching modals to Serbocroatian speakers who are learning English are included. (MSE)

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Damir Kalogjera

The English Modals and Their Equivalents in Serbo-Croatian

Institute of Linguistics
Faculty of Philosophy
University of Zagreb

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THE YUGOSLAV SERBO-CROATIAN - ENGLISH CONTRASTIVE PROJECT

Director: Professor Rudolf Filipović, Ph.D.

NEW STUDIES

Volume 1

Institute of Linguistics
Faculty of Philosophy, University of Zagreb
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New Studies Series

Editor: Rudolf Filipović

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Vol. 4 Dora Maček: A Contrastive Analysis of Numerals in English and Serbo-Croatian (In preparation)

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Damir Kalogjera

The English Modals and Their Equivalents in Serbo - Croatian

with Pedagogical Material

by Mirjana Vilke

Edited by
Rudolf Filipović

Zagreb 1982

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General Introduction to the Series, NEW STUDIES

This study is a part of a series of NEW STUDIES of the Yugoslav Serbo-Croatian - English Contrastive Project (YSCECP) which got under way in 1967 in the Institute of Linguistics of the University of Zagreb. The YSCECP was organized to define areas of interference in language-teaching and to use the results in planning improved teaching materials and methods. The supposition was that detailed contrastive analysis (CA) should do much to advance both English teaching in Yugoslavia and Serbo-Croatian teaching in Britain and in the United States, since insufficient attention had been paid to the difficulties that arise from linguistic interference in teaching either language on the territory of the other.

Although the YSCECP was conceived and organized primarily with pedagogic value and aims, its members regarded CA as having also a general linguistic value. This value can be brought out more clearly by considering the role of CA in linguistic description and the corresponding and conflicting features of two (or more) languages, whether or not these languages are genetically related. Research in the YSCECP has always aimed at both aspects together, pedagogic and general linguistic, so its methodology was formulated accordingly.

In the course of work on the YSCECP we had to deal with a number of theoretical questions which were prerequisites for successful work: from the very basic question of which method and linguistic approach or theory should be applied to the more practical ones of whether to use a corpus or not and whether to aim at an end product or not.

We considered two linguistic theories: structural and generative. Since some topics called for a structural and others for a generative approach, the Project used both the structural-taxonomic and the generative-transformational approaches. Our researchers took account of current language use and its social aspect. Since the generative theory does not offer solutions for all problems of analysis we of necessity used another model as well which was more applicable and more usable for particular topics. The articles that have appeared in our publications (*Reports*, *Studies*, *Pedagogical Materials*) show that various contrastive procedures were applied, depending on the nature of the phenomena discussed.

Another theoretical question directly related to basic research on a CA project is whether the approach to CA should be one-directional, two-directional or adirectional. Our research, having had a contrastive grammar as a final goal, was organized on a two-directional approach.

Since there was no standard method for CA and our initial experience with contrasting one linguistic system with another showed that CA involves a strong interdependence of theory and practice, we decided to use the translation method. The theoretical justification for this decision has been given in several articles written for the project and printed in our series Studies.

Adopting this method led us logically to a corpus since this method requires work on language material. The decision was made to use the American Brown Corpus (the Standard Sample of Present-Day Edited American English) which was the only corpus at that time available on computer tape. For technical and financial reasons this corpus was shortened to half and translated into Serbo-Croatian. This shortened and translated version of the Brown Corpus (later termed the Zagreb Version of the Brown Corpus) was coded so that all those morphological and syntactic elements which the analysts would need in their work could be obtained. With the help of a computer, contrastive concordances were obtained in which each coded grammatical unit is noted in its English and Serbo-Croatian context.

In our work on the Project we never faced the dilemma, which vexed some other contrastive projects, which of the two analyses - CA or EA (error analysis) - should be given preference. We worked on both analyses concurrently and came to the conclusion that their results are highly complementary. Our Project attained its results through three types of investigation: contrastive analysis, error analysis and testing. To check the applicability of the results of CA we used two types of tests and came up with some interesting findings.

The last two questions we tried to answer in the course of our work were: a) What (practical and non-practical) uses is CA expected to have? and b) What is the end product of CA supposed to be? The first phase of the Project (1967-1970) had as its final aim a monograph in which the results of the individual studies would be collated and summarized. During this phase, besides the basic work done on the organization of the project and a number of theoretical questions discussed and adequate decisions made, a great deal of analytic material was completed. The results of all that work were made public in several contributions printed in our publications (Studies, Reports and Pedagogical Materials). This work was continued in the second phase (1971-1975), when two main goals of the Project were set: a) to determine the way in which the studies, the final result of the contrastive analysis, would be written, and b) to establish the form of pedagogical materials intended for the teacher of English.

At the end of the first phase at the Zagreb Conference on English Contrastive Projects I reviewed the work of the YSCECP in its first phase and reported about the series of our publications called Studies. Volume one of Studies shows the aim of that series: the theoretical establishment of the basis for research. Individual researchers directly or indirectly connected with the Project wrote articles which were stimulated by contrastive analysis in general or by our Project in particular. During the second phase the conception of Studies developed a step further. Apart from the articles mentioned above, in the Studies series it was proposed to print articles presenting the contrastive analysis of some grammatical units. These articles were based on the Zagreb version of the Brown Corpus. They serve to revise or complete the results from the "Report" stage. Since we added a new component, bilingual "contrastive concordances" to the analysis, we call those NEW STUDIES. One of them, on relatives, was printed in the volume Studies 6 as a pattern for producing the rest of the studies. Subsequent discussion showed that there were still possibilities for improving form and content of future studies.

The main reason that "new studies" could not be published in the first phase was that the reworking of the corpus took a long time. Only after getting bilingual "contrastive concordances" through computer treatment of the corpus did we fulfill the basic conditions for work on studies. The first and fundamental principle was that each unit for which we completed contrastive analysis ought to have its own study based on the results obtained from work on the Reports article and should be further documented with examples from the corpus. By our principle the analyst reworks the report into a study so that it includes all new findings and later results of the analysis from researching the corpus. The examples from the corpus are designated with computer numbers.

In the study all accessible literature on the subject is reviewed so that the reader - teacher or student - gets an overview of the linguistic knowledge about the grammatical unit. This overview covers the approaches to the problem from the oldest to the most modern. In this way supplemental information is obtained on the linguistic approach to some unit through all the main trends in linguistics (from classical through structural to transformational-generative). One of the reasons for such an approach is that we will in this way introduce the reader (who frequently has gotten his linguistic knowledge only through a classical or a structural approach) to the most modern linguistic approach to language, that of transformational-generative linguistics.

The above survey shows the plan of our work and the methodology developed for the YSCECP: a) Through a careful and exhaustive error analysis we can find all the topics that deserve a thorough treatment. b) All the chosen topics are thoroughly analysed contrastively using documentation from our corpus. c) In this way studies on individual topics are written: they serve as the basic material for building up a synthesis, a contrastive grammar. The English - Serbo--Croatian contrastive grammar has been conceived as a reference grammar for two languages (English and Serbo-Croatian). It is neither only a theoretical contrastive grammar which would give the foundation of a theory of CA, nor "pedagogical - applied grammar" intended only to set up hierarchies of difficulty or explicitly define areas of potential interference. Since proper contrasting of two languages requires a full description of the two systems and then a detailed matching of their equivalent elements, a contrastive reference grammar is compiled as a grammar of two languages (both the source and the target language) and not of one (the target language) only. Our analysis has proved that a modern contrastive grammar (whose aim is not only to confront the linguistic elements of two languages but also the socio-linguistic ones) must also differ in its construction, i.e. it has to present apart from the traditional grammatical items some additional units such as lexical, sociolinguistic, and discourse analysis which are not found in a traditional grammar of a language, whether unilingual or contrastive. It will be worth while for a linguist either interested in typological issues or simply in learning about the two languages.

The results presented in NEW STUDIES will be applied to practical aims in writing such a contrastive grammar of English for the Serbo-Croatian speaking area.

Since we have been working on the Project for more than twenty years and a great number of scholars both from the USA and Yugoslavia have taken an active part in our work, it is rather difficult if not impossible to mention and thank them all here. However, there are four linguists from the USA to whom I would like to express our gratitude: late Prof. John Lotz, Prof. William Nemser, Dr. Ralph Weber and most of all Prof. Wayles Browne, whose advice and help were invaluable to all of us. The Yugoslav group of linguists is too big to mention names. I am grateful to all of them: a) to those who have worked loyally for the Project from the beginning until now and are going on working on new studies and will be authors of chapters in the Contrastive grammar dealing with their topics; b) to those who started working for the Project but dropped out before this final stage, for whatever reason.

We owe our deep thanks to all institutions both in Yugoslavia and the USA that made it financially possible for our Project to work so successfully for such a long period and to achieve results which will appear both in the series NEW STUDIES and in the Contrastive Grammar of Serbo-Croatian and English.

*

Each volume of NEW STUDIES consists of an informative introduction to the Project, a study on the grammatical topic, and pedagogical materials compiled on the basis of the study, with the aim of applying them in teaching. In this way every "new study" is meant to serve the student of English as a source of information on individual grammatical topics, as well as providing a collection of exercises for applying the topics in teaching.

Rudolf Filipović

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Preface

This contrastive survey is intended to make students, teachers, textbook writers, and linguistic scholars aware of certain points in the system of English modals which may cause special difficulties to the learner whose mother tongue is Serbo-Croatian. To that purpose a rather eclectic method of contrastive analysis has been applied. It consists of three steps: collecting as many "facts" about the meaning and structuring of the English modals as possible; linking them with corresponding "facts" about certain verbs in SC which are felt to be their translation and partly formal equivalents; and looking for interference, positive and negative, resulting from similarities and disparities between the two languages in this area. The negative interference is not considered to result only in clear errors but also in underuse and overuse of some modals or some of the verbal structures with the modals. The points which have been selected and discussed should therefore help not only towards eradicating errors but also towards a more differentiated and subtler use of the system of the English modal verbs.

In the presentation the author leaned considerably on the descriptive treatments of English modals produced by Twaddell, Palmer, Leech and Huddleston. The theory of generative grammar concerning modals focuses on whether the modals should be considered full verbs in their deep structure or a special group of auxiliaries. Although this problem has hardly any direct bearing on the practical presentation of modal verbs for teaching, some excellent examples used in the argument have certainly helped stretch the author's awareness of certain formal and semantic features of the modals which would otherwise have escaped his attention. One should mention in this connexion the works of linguists like Ross, Newmayer, McCawley, Pullum and Wilson, Huddleston, Lakoff, etc.

The SC side has been mainly devised by the author since the verbs which may be considered equivalents of English modals have never been treated separately and in detail in the SC grammatical literature, but only in dictionaries as lexical entries. The present work suggests that such a treatment would be profitable.

The first eight chapters deal with some general grammatical and semantic features of the modals. The last chapter treats individual modals by stressing features deemed important for prospective teachers and others interested in both languages.

I am deeply grateful to my colleagues, members of the YSCECP, especially to Wayles Browne, for reading and criticising the drafts, but the final responsibility for the treatment of the problems rests with me.

Damir Kalogjera

ON DEFINING THE MODALS

1.0.0. The term modals, also modal verbs and modal auxiliaries (each term implying a somewhat different point of view) derives from the broad and variously defined linguistic concept of modality. This, generally speaking, signifies the attitude of the speaker towards what he is saying, or, to be more specific, the attitude of the speaker towards the meaning expressed by the main verb in a clause.

1.1.0. Modality can be expressed by different word classes such as adjectives, adverbs, verbs, etc.:

He is the possible winner. vs. He is the winner.
She is probably good at it. vs. She is good at it.
He seems to work hard. vs. He works hard.

1.2.0. It has to do with meanings such as likelihood, possibility, ability, necessity, obligation, permission, willingness, etc. Modality is very frequently expressed by a subgroup of English verbs the majority of which are definable by their morpho-syntactic features and thus set off from the rest of English verbs under the name of modals.

The modals include shall, should, will, would, may, might, can, could, must, and somewhat less clearly by the same criteria ought to, dare and need. Traditionally, however, have to and am to are added to the list as they are felt to be close in their meaning to the other modals, although this entails applying other than formal criteria for defining 'modal'. As a result, such verbs as intend, want, etc. and the structures had better, be able to, be about to, be likely to, be sure to (sometimes labelled quasi-modals) become candidates for inclusion into the group.

1.3.0. Formal syntactic and distributional criteria for the definition of the modals, as well as difficulties in the delimitation of the modals with regard to marginal modals and main verbs, have been treated in several descriptive studies produced in the sixties and early seventies, while further insights particularly into semantic problems of the modals have been contributed by transformational-generative orientated works. A selection of views on these problems and on the modals in general from the studies on which the present work has drawn will be surveyed briefly in the following section.

1.4.0. Three important descriptive studies systematically put together the syntactic and distributional characteristics of this sub-group of the English verbs, differing only in details: Twaddell (1960), Palmer (1965 and 1974) and Ehrman (1966). Later studies relevant for the present work: Huddleston (1971, 1976a, 1976b), Leech (1970 and 1971), and the statement in Quirk (1972), while reflecting the new interest in the semantic versatility of the modals, lean on the three previous works in describing surface grammatical features.

1.4.1. Twaddell (1960) treats modals as a group of English verb auxiliaries and lists syntactic features which they have in common with the so-called primary auxiliaries be and have. These are:

Occurence before n't (not) for sentence negation (You shouldn't do it)

Occurrence before the subject for interrogation (Shall I go?)

Occurrence as an "echo" or substitute for the entire verb construction (Peter can swim but I can't)

Occurrence as the locus of grammatical stress (He múst do it).

The modals are set off from primary auxiliaries by the lack of subject agreement -s (* He mays go), and by the lack of full past syntax (I $\left\{\begin{matrix}\text{may}\\\text{might}\end{matrix}\right\}$ leave $\left\{\begin{matrix}\text{today}\\\text{tomorrow}\end{matrix}\right\}$: *I might leave yesterday).

The modals are also characterised by the distributional fact that they do not co-occur (*I may must go); constructions like wouldn't dare (I wouldn't dare to oppose him) point, according to Twaddell, to the marginal character of dare as a modal. Another distributional feature of the modals that is not explicitly mentioned but obviously noted is that they have initial position in the verb phrase. (Twaddell, p.18).

1.4.2. Palmer's study in its first (1965) and second revised edition (1974) in its defining criteria for the modals does not essentially depart from Twaddell (1960) and retains the previously mentioned four criteria (acronymed as NICE [Negation, Interrogation, Code, Emphasis] by Huddleston 1976). Following Twaddell, Palmer distinguishes the "primary" (be, have, do) and the "secondary" (or modal) auxiliaries by the fact that the latter have no -s in the third person and lack the non-finite forms. The modals themselves fall into two classes, those followed by the plain infinitive (the majority) and those followed by the to-infinitive (ought to, used to).

1.4.3. The trouble with the NICE defining criteria is that they include some non-auxiliaries, besides creating a class of marginal modals like need, dare, etc. (Huddleston 1976). Have and be, which show NICE properties when they obviously are not auxiliaries as in the examples:

He isn't well.
Have you any money?

would nevertheless be treated as such.

Another objection raised by Huddleston to the NICE defining criteria summarizes the viewpoint of a group of scholars who have taken part in the long and involved discussions on whether the modals are full verbs in their deep structure or not. Clearly siding with the former Huddleston says: "A classification based on them is quite idiosyncratic to English: we do not find equivalent irregularities associated with what are traditionally regarded as auxiliary verbs in other languages." (Huddleston 1976, p. 344). However, in a contrastive study of the modals the idiosyncratic features of these verbs seem useful in predicting certain difficulties in mastering the English language, so these features will be given full attention.

1.4.4. In the second edition of Palmer's book (1974), although retaining the NICE criteria, Palmer emphasises the so-called paradigm test for defining the auxiliaries. All so-called simple verbal phrases are structured according to one of the following two models:

1 (Modal) (Perfect) (Progressive) (Passive) Full-Verb
2 Do Full-Verb

"The paradigms for the modal shows that there are severe restrictions of combination with other forms. For the modals have non-finite form and as a result of (or perhaps because of) this can occur only in initial position. They cannot, therefore, combine with each other." (Palmer 1974, p. 96). At this point Palmer departs from Twaddell because the latter explained the non-occurrence of such combinations of modals as some kind of semantic incompatibility (Twaddell 1960, p. 10).

In defining the modals the paradigm test is more useful than NICE as this (paradigm) test excludes be and have as full verbs from the auxiliaries but also excludes have in the sense of obligation and logical conclusion (I have to leave now, He has to be cheating) which, owing to its meaning, should be treated with the modals.

1.4.5. In her corpus-orientated study of the meaning of the modals Ehrman (1966, p.9) relies on the paradigm test in defining the modals. According to her definition the modal auxiliaries are "that closed class of verbs which may occupy the first position of a verb phrase, which may not be immediately preceded by another verb, which may invert with the subject in interrogation, and which are negated directly by *not*. The fact that a modal auxiliary is not immediately preceded by another verb form is crucial; the other characteristics set off *be* and *have* from other verbs as well. The forms that meet these requirements are *can*, *could*, *may*, *might*, *will*, *would*, *shall*, *should*, *must*, *ought to*, and marginally *dare* and *need*." Ehrman does not treat *be to* as a modal, although in constructions like *You are to sweep the floor* no verb form can precede this *be to* (*You will be to sweep the floor). On the other hand examples like: *Worse is to come*, and *Worse may be to come* speak against considering this *be* as a modal within the above distributional definition(Huddleston 1971, p.294).

1.4.6. From the above short survey it is clear that authors like Twaddell, Palmer, and Ehrman were primarily interested in the surface-structure characteristics of the modals in order to define them. They have demonstrated the difficulties in finding features which would clearly set off all the verbs which are felt to have modal function or modal meaning from both primary auxiliaries and full verbs. As a result of this it has become customary to divide the modals into the central or nuclear members of the class, comprising *can*, *could*, *may*, *might*, *shall*, *should*, *will*, *would*, *must* and *ought* (the last taking the complementizer *to* and thus differing from the others), and the marginal members of the class *need*, *dare* and *used to* since in some uses these can belong both to the modal and to the full verb class without a change of meaning.

1.5.0. In contrasting the English modals with their equivalents in Serbo-Croatian, the meaning of the modals will be playing a considerable role, and thus it is appropriate to mention some works concerned with the semantics of these verbs. Interest in the meaning of the modals has been renewed with the advent of the generative view of language, particularly among generative semanticists.

1.5.1. Twaddell dedicated little space to the treatment of meaning of the modals. Palmer discusses the meaning of the modals extensively, implying, however, that the meaning is in one way or another

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reflected in their form, and a difference in the meaning of the same modal should be accompanied by a difference in the structure of the verb phrase. The difference between the obligational and logical conclusion meanings of the modal must e.g. is reflected in the fact that the verb phrase must have + past participle is used only in the logical conclusion sense. However, this and some others of what he called formal corollaries of the semantic differences among modals have been queried (Huddleston 1971) and the whole idea of formal corollaries of semantic differences has been brought into question in spite of the fact that it is helpful in some cases (e.g. only in the sense of ability can the modal can have the past tense could; in other senses could refers to the present or future, and to refer to the past the verb phrase could have + past participle is used).

1.5.2. In the second edition of his work on the English verb (Palmer 1974) Palmer deals more extensively with the inherent ambiguity of a great number of sentences containing modals, thus reflecting an increased interest in semantics of the verb in general brought about by the generativists, and introduces the concepts of subject-orientated modals and discourse-orientated modals. "This is well illustrated by WILL and SHALL in:

John will come tomorrow.
John shall come tomorrow.

In the first it is John who agrees to come, while in the second it is the speaker who agrees and guarantees that John will come. There is a similar contrast in:

Bill can run a mile in four minutes.
Bill may go now.

In the first it is Bill who has the quality that permits him to run a mile. In the second it is the speaker who permits him to go. (Palmer 1974, p.101). Palmer persists in trying to match these semantic distinctions with formal distinctions. He claims that subject-orientated modals alone have past tense forms for past time, e.g.

Bill could run a mile in four minutes.

The discourse-orientated modals allow (meaning-preserving) passivization:

John may meet Mary.
Mary may be met by John.

The subject-orientated modals when passivized change subjects and the meaning of the sentence is changed:

John won't meet Mary.
Mary won't be met by John.

With subject-orientated modals the negative particle negates the modal itself:

John will come.
John won't come.

The discourse-orientated modal shall is not negated in:

He shall not go.

However, as Palmer himself admits, the formal distinctions as corollaries of the semantic distinctions are not general enough and there are exceptions.

1.5.3. In the 1974 edition of his work Palmer introduces the well-established term epistemic modal to which he contrasts the term non-epistemic. The term epistemic corresponds to his earlier term logical conclusion sense of the modal. Palmer illustrates the distinction with the following examples:

He couldn't be there yesterday. (non-epistemic, ability)
He can't have been there yesterday. (epistemic, possibility)

The two meanings of the modal, according to him, are also formally distinct. The non-epistemic modal is marked for past tense while in the case of the epistemic modal the main verb is so marked by have. Other epistemic modals relate to certainty (must) and probability (may). Epistemic modals show no distinction between the subject and discourse orientation, but in a sense they are similar to discourse-orientated modals because it is not the subject but the speaker of the sentence who expresses possibility, certainty or probability of the action denoted by the main verb in the sentence.

Palmer suggests that the three types of modals are most clearly formally distinguished by their tense marking:

discourse-orientated - no tense marking, e.g. He may not go; subject-orientated - modal may be marked for tense (some exceptions), e.g. John could run a mile in four minutes; epistemic - full verb may be marked for tense e.g. John can't have been there yesterday.

1.5.4. In his semantic approach to the modals Palmer tries to find those semantic distinctions which are accompanied by formal distinctions. In this, however, he only partly succeeds, because it seems impossible to establish firm general correspondences of this kind. However, in the treatment of these partial correspondences and particularly in the treatment of the semantics of individual modals his work is of great help.

1.5.5. M. Ehrman in her study of the meanings of modals seeks to establish the most general meaning(s) for each modal auxiliary, which she labels the BASIC meaning, and then to describe their subsidiary meanings - called OVERTONES - "which derive from the basic meaning, but which add something of their own." (Ehrman 1966, p. 10). Thus the basic meaning of can is "that there is no obstruction to the action of the lexical verb of which can is an auxiliary" (p. 12) and an overtone would be one of conditionality which is found particularly when the lexical verb is be as in: (12) A dark bathroom can be scary, where "the modal auxiliary implies an "if" clause: circumstances must be right for the bathroom in sentence (12) to be scary" (p. 13).

1.5.6. G. Leech at the very beginning of his chapter on modality (Leech 1969) refers to Ehrman's view of the modals in comparison with his own by saying: "My own view is that a structural and componential description can go a long way towards explaining the use of these auxiliaries... To study the "overtones" without taking note of the underlying logical relationship is rather like investigating the anatomy of the human body while overlooking the fact that it has a bone structure." (Leech 1969, p. 202). Leech believes that the study of the "bone structure" i.e. the underlying logical relationship of the modals reveals that their system is much more coherent than it would appear if one's main attention were on what Ehrman labels overtones.

1.5.7. Leech confines himself to a discussion of some meanings of six modals: can, may, have to, must, will and shall. Concerning the status of have to he says that "whether or not it is grammatically classed as an auxiliary verb, [it] must be treated as equivalent to the other items in the list for semantic purposes." (p. 202). He makes a distinction between the logical "bone structure" of the modals and the pragmatics of usage which is the result of "psychological and situational pressures (modesty, politeness, irony, etc.) which conspire to strengthen or weaken, to widen or narrow, their use in certain contexts." (p. 202). Leech treats the pragmatics of usage incidentally in the commentary sections and pays most attention to six senses which he finds to be in binary contrast in the listed modals. These senses are the following: Permission (may, can) and Obligation (must, have to), Possibility (may, can) and (Logical) Necessity (must, have to), Willingness (will, shall) and Insistence (will, shall). The logical coherence of the modals is revealed by the application of the principle of inversion systems which is worded as follows: "if one term is substituted for the other and the position of the negative is changed, the utterance undergoes no change of meaning." How this principle works in the realm of the Permission - Obligation contrast he demonstrates with two paraphrases of the sentence: Students may not earn money in the vacation. The paraphrases are: Students are not permitted to earn money in the vacation, and Students are obliged not to earn money in the vacation. The application of the inversion system in the two paraphrases brings Permission and Obligation together as an equation.

Although one of his main tools of investigation is paraphrase, he is aware, as he points out in his commentaries, that it may often lack in precision and that e.g. the noun necessity and the adjective necessary do not paraphrase the logical conclusion must adequately. This was later investigated by R. Lakoff (Lakoff 1972).

1.5.8. Leech introduces the concepts of "theoretical" and "practical" possibility expressed by can and may respectively in examples like:

The pound can be devalued.
The pound may be devalued.

According to his interpretation the first example suggests that the pound like other currencies can be devalued but the second example sounds more threatening as if the devaluation was imminent. Although the difference between the two modals in the sense of possibility was apparently registered by earlier grammarians, it is doubtful whether the difference is felt and kept to in usage.

The meaning of the modal verbs is also studied as in the examples: You can smoke in here and You may smoke in here where the permission emanates from the speaker only in the second example. A similar case may be noticed in examples: You have to be back in camp by ten, and You must be back in camp by ten. Have to indicates a general idea of obligation but must identifies the speaker as the person who gives orders.

1.5.9. Regarding the negation of the modals he makes a distinction between modal negation i.e. when the modal itself is negated as in: You don't have to drink all the wine, and principal negation when the main verb is negated: *You must not drink all the wine*. The logical system on which he bases his interpretations allows him to look at the modal and the main verb as two predications which can be separately negated.

1.5.10. Leech's work clarifies certain logical connections among modal verbs, although some distinctions that he points out are not fully supported by usage. His commentaries make most instructive reading for those interested in the pragmatic aspect of English modals.

1.5.11. Diver (1964) investigates the English modals within the modal systems which he defines as follows: "Whereas the indicative deals with the events about the certainty of whose occurrence no question has been raised, the Modal system deals with hypothetical events about whose occurrence there is some question." (p.324). He bases his characterization of the modals on the test of whether the form in question may be combined with a full set of chronological distinctions (cf. Twaddell 1960 who takes the lack of full past tense syntax as one of the characteristics of the modals). Thus the modal cannot be combined with the auxiliary *had* in: ^{x} *He had might walk*, ^{x}*He might had walked*, but *dare* is an exception in this respect in *He had dared to walk*. The English verb, according to Diver, can be envisaged as possessing the mentioned two systems, the Indicative and the modal, which are distinguished by the fact that the former has a full chronological system and the latter only a partial system of chronological distinction.

Concentrating on this aspect of the modals Diver offers interesting considerations concerning the time reference of modal verbal structures. He highlights some details in his system which are important from the point of view of contrastive analysis and the presentation of English to non-native speakers, as e.g. the versatility of the structure *Modal + have + past participle* which is primarily presented in grammars as referring to the past (except with *shall* and *will*) but which actually may refer to future, often with the future perfect meaning: *He may have been here and gone by tomorrow*.

Equally interesting for contrastive consideration is Diver's scale of Likelihood. He sets the modals on the scale according to the degree of likelihood for the action denoted by the main verb to occur or to have occurred. His hierarchy runs as follows: *must* stands for *very likely*, *should* for *more than likely*, *may* for *less than likely*, and *can* for *possible*.

Diver introduces the concept of "archi-modal" which occurs due to the neutralization of the degrees of difference mentioned above and expresses "undifferentiated hypothesis". This concept may be illustrated with *should* in the protasis of the conditional sentence: *Should the others start tomorrow, he might still intercept them*; where *should* "doesn't have the same meaning of the *should* of the Scale of Likelihood as it is not replaceable by its synonym *ought to*". *Would* similarly represents an "archi-modal" in: *It would be a good idea*. It seems that this distinction can be followed when modals are rendered into SC. The modals on the Scale of Likelihood are rendered into SC with verbs which are normally considered modal equivalents but the occurrence of the modal as "archi-modal" is translated by the so-called conditional (bih, bi +"l participle") or left untranslated as in the example: *That he should do such a thing is unbelievable*: Da *bi* on to *učinio* izgleda nevjerojatno; Da (je) on to učini(o) izgleda nevjerojatno (cf. "putative should" in Quirk 1973).

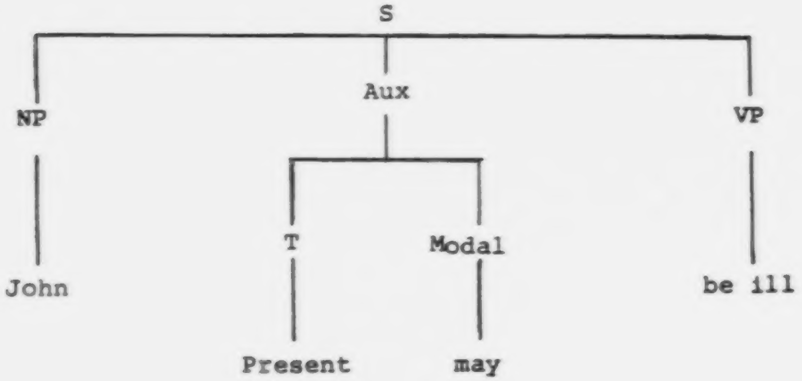
Diver's system of the modals is very elaborate and somewhat difficult to envisage as a whole but there are very interesting and helpful details in it, as has been pointed out in this short consideration.

1.5.12. In their analysis of modal sentences and modal verbs Boyd and Thorne (1969) introduced the notion of speech act (statement, prediction, etc.) derived from the work of linguistic philosophers, notably J.L. Austin. They also introduced the notions of the "illocutionary potential" and the "propositional content" of the sentence. The distinction between the statement and the prediction as different speech acts with different illocutionary potential helps e.g. to explain the difference between the sentences *He goes to London tomorrow* and *He will go to London tomorrow*, both of which have the same propositional content. This different illocutionary potential is signalled by *will*. Boyd and Thorne aim at producing very explicit formulaic representations of the underlying elements of sentences containing modals. Thus one possible interpretation of the sentence *You will go* is represented as *I imp. You go* where *I* stands for the speaker, *imp*. for the (present tense of) request, order, command. The underlying features of the modal sentence *He shall go* are represented as *I imp. of myself He go* which may be approximately paraphrased: *I guarantee his going*, suggesting "that the illocutionary force of utterance with *shall* is that of being a demand that the speaker makes of himself" (p. 60). This approach sheds some light on the function of the modals in the utterance, as well as on some problems in the interpretation of negation, but it deals only with some meanings of selected modals and at some points it is not very clear.

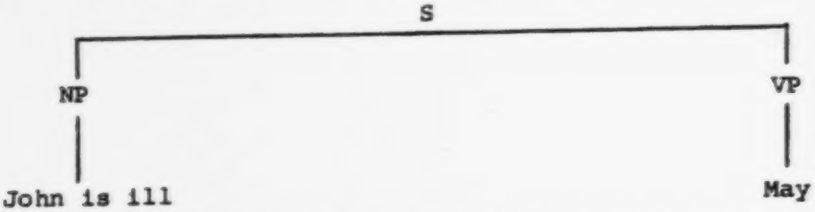
1.5.13. The trend towards componential statements of the meaning of the modals can be also found in the works by Seuren (1969), Antinucci and Parisi (1971), Marino (1973) etc.

1.6.0. The above survey considers primarily those works which in the estimation of the present writer have given systematic presentations of the modals usable in a practical treatment for teachers and students of English. There exists, however, a substantial list of works on the English modals dealing with purely theoretical problems. One of the outstanding theoretical questions is the status of the modals in the underlying structure. Chomsky and some of his followers have adopted the traditional view that auxiliaries (including modals) are a special syntactic category. Since an important paper by Ross (1969) this point has been contested.Ross claims that there is no reason for considering auxiliaries a separate category, but that they should be looked upon as main verbs in their underlying structure. This approach would reduce the inventory of syntactic categories and thus allow broader generalizations about the auxiliary system. Ross offers a series of arguments to support his claim. The argument which seems most relevant to contrastive analysis is the evidence from other languages where modal auxiliaries or their closest equivalents are full verbs. This is certainly true for Serbo-Croatian (cf. Browne 1968).

The difference between the two treatments may be illustrated by presenting two underlying structures of *John may be ill*. From the point of view which treats auxiliaries as separate constituents the underlying structure would be:



If the modal is taken to be a higher verb then the underlying structure of the same sentence would appear as follows:



After the so-called extraposition transformation is applied followed by the Raising (or It-replacement) transformation the sentence John may be ill is generated (Lee 1973).

1.6.1. To put it very generally, the participants in these theoretical discussions try to establish rules to explain certain points in the extremely complicated use of the English modals, most of which have been registered in the earlier literature but lacked a satisfactory logical or semantic explanation. Among such points is the phenomenon that in the passivization of some modals the passive sentence is not the exact paraphrase of the active counterpart (the transformation is not meaning preserving) e.g.:

Harry must kiss Greta
Greta must be kissed by Harry

and in some other examples (with an inanimate active object) the paraphrase obtains e.g.:

Visitors may pick flowers.
Flowers may be picked by visitors. (Newmayer 1970)

They operate very extensively with the concepts of root (deontic, pragmatic) meaning and epistemic meaning of the modals, another feature familiar to earlier lexicographers and grammarians but now reinterpreted (Hofmann 1966) and put to a wider use in syntactic and semantic analysis. There have also been attempts at establishing a systematic link between the two readings of the same modal. Newmayer suggests that epistemic may means something like possibility and that root may means to cause to be possible in a characteristic way or to allow. "The root modal can often be interpreted as the epistemic modal with an added causative or effective sense." (Newmayer 1970, p. 196).

1.6.2. The complexity of the task of the statement of meaning of the modals has been summarized by R.Lakoff (1972, 229-230): "In order to define the class of modals, or to provide the set of environments in which a modal may be correctly or appropriately used, one must refer to many levels of language: the purely syntactic environment, as we know well; the logical structure, as we also know, and (which ought not to come as a surprise, but may still be one) the context of the utterance; the assumptions that are shared by speaker and addressee, whether or not previously given linguistic expression in the discourse; the social situation assumed by participants in the discourse; the impression the speaker wants to make on the addressee; and so on."

1.6.3. In view of what R. Lakoff considers necessary for a full definition of the English modals many studies considered in this survey (and some others left unmentioned like Joos (1964), Anderson (1971), Halliday (1970), etc. appear somewhat inadequate. In their efforts to construct a clear-cut logical system of the modals the authors had to cut down the number of modals investigated or suggest certain meanings which should logically be expected but do not show up clearly in everyday usage,etc. In spite of this their works have shed new light on the syntax and semantics of these verbs, so that now we know more about them and in a more systematic way than we did, say, in the early sixties when Twaddell wrote his important little book. All these works have helped directly or indirectly in the present practically oriented study.

A SURVEY OF GRAMMATICAL CHARACTERISTICS OF ENGLISH MODALS IN COMPARISON WITH GRAMMATICAL CHARACTERISTICS OF THEIR SC EQUIVALENTS

2.1.0. The modals as a separate group of verbs are defined by a list of morphosyntactical features (cf. p. 3) which are presented below in comparison with the features displayed by the (translation) equivalents in SC. Certain of the features of the English modals surveyed here like inversion, negation, the use of the verbs as echo-substitutes, and the emphatic use are applicable both to the primary auxiliaries be, have, do and to the modals. The features belonging to the modals only are: (1) the absence of co-occurrence, (*He may can do it), (2) their leftmost position in the verbal phrase (*He has may been there), (3) the lack of non-finite forms (*He is musting), and lack of to in front of the following infinitive (except ought to) (*He may to come), (4) lack of -s in the third person, (5) a special past tense syntax (*He should go yesterday, He should have gone yesterday).

2.1.1. Co-occurrence

A modal is never preceded by another modal, e.g.: *I must can complete this. Twaddell explained this restriction by a certain semantic incompatibility between the modals. This semantic explanation may be shown to be inadequate by paraphrasing one of the modals, e.g.:

I must be able to complete this (otherwise I am going to lose my job)

which would suggest that there is no absolute incompatibility between the meanings of the two modals. A number of other linguists (e.g. Huddleston 1976, p. 69) find the reason for this restriction in the fact that the modals have no non-finite forms and that this fact restricts their combination, on the line of such restrictions as *John had could swim or *John regrets not canning swim (Huddleston 1976, p. 338). In other words, a modal can precede only a non-finite form. The collocation of the modals with dare and need (I wouldn't dare/need to buy a car) reveals that these verbs are marginal in the modal group as they possess the non-finite forms.

The combination of two modal-equivalents in SC is possible. A sentence like Moraš moći učiti, *You must can learn, in a conversational exchange:

A : Ne mogu učiti.
B: Moraš moći učiti.

sounds normal, and, generally, such combinations are acceptable. Still, there seem to be semantic restrictions as the combination ?On smije morati putovati (*He may must travel. He is permitted to have to travel.) is improbable, because of the apparent incompatibility of permitting somebody to be obliged to do something. To put an obligation on somebody to use his capacities, as in the first example, appears easier to accept. We must reckon, then, that an occasional error produced by the SC speaker by putting together two English modals in a verb phrase may conceivably be attributed to the interference from learners' L_1 which allows the co-occurrence of modal equivalents with some semantic restrictions.

2.2.1. The leftmost position

The leftmost position in the verb phrase is another characteristic feature of the modals which is linked with the fact that they have only finite forms. The formula (where parentheses indicate optionality) is as follows: (Modal) (Perfect) (Progressive) (Passive) Full Verb.

In SC the modal (verb) equivalents having the relevant non-finite forms need not take the leftmost position in the verbal phrase as e.g. in the past tense (perfekt): on je mogao, the conditional: on bi mogao, and the future: on će moći raditi.

Structures modal-equivalent + infinitive, i.e. the leftmost position in the verb phrase of the modal-equivalent is felt as normal in SC:

Mogu govoriti, ali ne smijem vikati.
I can talk but I $\left\{\begin{array}{l}\text{mustn't}\\ \text{may not}\end{array}\right\}$ shout.
Možeš skakati, a ne možeš učiti!
You can run around but you can't study!

However, it is also possible to change this order to achieve (a slight) stylistic marking:

Govoriti mogu, ali vikati ne smijem.

Skakati možeš, a učiti ne možeš.

This kind of word-order in English seems so highly marked, that it is practically unacceptable at the level of colloquial exchange and thus incomparable with SC.

2.2.2. Thus, when errors of the kind "I would can" or "I will can" occur they may be attributed to the influence of the mother tongue on this formal and on the previously mentioned semantic account. As it happens, other sources may also be found like the overgeneralization of the English main verb patterns, including the patterns of the verbs close to the central modals like have to, dare and need in structures I will have to, I would dare, I could need ... etc.

2.3.1. Negation

The modal precedes the negative particle not (or -n't except for may for most speakers):

You can't expect that	Ne možeš to očekivati
?You mayn't expect that	

In SC the negative particle precedes the verb form which it is meant to negate (any verb, modal-equivalents and others):

Možeš to ne učiniti	You can not do that
Ne možeš to učiniti	You cannot do that

However, in spite of this difference in the position of the negative particle in the surface structure of the two languages, predicted contrastive errors of the kind

*You not can expect

don't seem to be too much in evidence. This may be due to the comparative simplicity of the negative pattern in modal verbs which is easily acquired (compared with the idiosyncratic negation of E. full verbs). For some features of the semantics of negation see below.

2.4.1. Inversion

or the occurrence of the modal before the subject is, of course, most frequent (and pedagogically important) in questions. Other occasions when inversion with the modals occurs are also contrastively important, but certainly pertain to the teaching topics for advanced learners (owing to their comparatively infrequent occurrence in the simplified English that a beginning or even an intermediate learner comes across, if school methods of learning English are assumed).

2.4.2. Except when the subject is an interrogative word like

Who can tell me?	Tko mi može reći?
What could have burst?	Što je moglo prsnuti?
Which will you have?	Koji (od ovih) hoćeš?

the modal precedes the subject in questions.

Must he behave like that?	Mora li se on tako ponašati?
Can't I come with you?	Zar ja ne mogu doći s vama?
What can he do?	Što (on) može učiniti?
Should he send the letter?	Treba li da on pošalje pismo? Da li / Je li } treba da on pošalje pismo?

Looking now at the surface structure of SC, inversion is a familiar device to the learner as it occurs in yes-no questions with the modal verb equivalents (and other main verbs), accompanied by the question element (enclitic) li:

Trebaš li (ti) ići?	Do you have to go?
Namjeravaš li (ti) ići?	Do you intend to go?

However, in SC 1) there are other devices to form yes-no questions, i.e. question words: je + li, da + li, zar:

Je li (ti) moraš ići?	Must you go?
Da li (ti) treba da ideš?	Do you have to go?
Zar (ti) (ne) moraš ići?	Don't you have to go?

which make no use of inversion; the subject is rather free in its position just as much as in a statement, 2) the use of the personal pronoun subject is optional, as illustrated in the above examples, which presumably weakens the feeling that the inversion procedure is at work:

Moraš (li)(ti) pisati?

3) in questions beginning with the question word the occurrence of inversion depends on the type of verbal tense structure: simple tenses do not require inversion and it occurs only with the auxiliary verb in the compound tenses:

Što (ti) smiješ jesti?
Što si (ti) smio jesti?
Što ćeš (ti) smjeti jesti?

with the provision that the pronoun may be placed after the main verb. This is connected with emphasis.

These copious possibilities of construing a question in SC are matched by only two possibilities in English, both of which use inversion.[1]

2.4.3. Interference from L_1 can be predicted and the following types of deviant question patterns may be expected:

1 *What Peter can do?

modelled on

Što Petar može učiniti?

1a *What can do Peter?

following

Što može učiniti Petar?

2 *Can go Peter? Must go I?

after

Može li ići Petar? Moram li ići ja?

2.4.4. Inversion in questions may restrict the number of semantic interpretations attributed to *may*. e.g.

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[1] Of course, if we exclude the above mentioned constructions where the question word is the subject of the question and if we leave out the possibility which both languages tolerate, namely, questions without inversion, but with an intonation clue.

	paraphrase I	paraphrase II
He may go. (On) može ići.	1. I allow him to go. 1. Dopuštam da ide.	2. It is possible that he will go. 2. Možda će ići.

May he go? Može li (on) ići?	1. Is he allowed to go? 1. Smije li on ići?	2. *Is it possible that he will go? 2. Postoji li mogućnost da ide?

With normal word order may carries the meaning of permission and of possibility. With the inverted word order, in a question, permission is its only possible interpretation. The closest substitute in the possibility sense here is can (Can he go?)[1]

The restriction on the interpretation of may in the sense of possibility in inverted word order is further illustrated by the following example:

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[1] N.B. The relation between moći and smjeti in SC, as a parallel to the can-may relation is not applicable in this context as smjeti is used only in the sense of permission (and in the meaning of dare 'have the courage' in the Eastern variant:

Smiješ li skočiti odavde?
Dare you
Are you allowed to } jump from here?)

One cannot say in SC in the possibility sense Misliš li da on smije doći? (Do you think he may come?) as it signals permission only (and the meaning of dare in the Eastern variant).

	can	may	moći	smjeti
possibility	+	+	+	-
permission	+	+	+	+
ability	+	-	+	-

He may have destroyed the letter. (= possibility)

Mogao je uništiti pismo. Moguće je (da je) uništio pismo.

The interrogative counterpart of the above E. sentence requires suppletion of the modal and is:

Can he have destroyed the letter?

Je li mogao uništiti pismo?
Je li, moguće, uništio pismo?
Je li možda uništio pismo?

In this case the predicted deviant sentence:

*May he have destroyed the letter?

in the sense of possibility would have occurred as a result of subtle interference of L_1 where no suppletion is required and of a faulty generalization concerning the use of may in English.[1]

2.4.5. The inversion with the modals (and the primary auxiliaries) may be caused by adverbs with negative or restrictive meaning opening the sentence. Such adverbs are: never, nor, neither, nowhere else, not only, scarcely, seldom, barely, hardly, little, etc.

Little could he expect. Malo je mogao očekivati.
Never will they look the same again. Nikada više neće isto izgledati.

Reshuffling words and verbs in verbal phrases for rhetorical effect is quite common in SC:

Mogao je malo očekivati
Očekivati je malo mogao

and this reshuffling produces similar effects as in English. However, there is no obligatory rule requiring inversion after negative adverbs. Besides adverse interference from L_1 this type of inversion may escape both the teacher and the learner through its low frequency and should be attended to, as

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[1] Might he have destroyed the letter? is acceptable in the possibility sense. This suggests that might does not show such a restriction of interpretation in the inverted word order as found with may.

? Little he could expect

and similar constructions are felt as deviant in English.

Another occurrence of inversion will be dealt with in the following section.

2.5.1. A modal may stand as echo or substitute for an entire verb phrase containing a modal (or a primary auxiliary) as in the examples:

a) Mary can play the piano, but Phil can't.
b) I can come and so can John.
c) May I take it? You may.
d) You can come this afternoon, can't you?

2.5.2. a) Echoing the verb phrase in SC is not limited to auxiliaries and modal equivalents, but occurs with most verbs taking an infinitive (or da + present tense) complement:

Petar namjerava učiti gitaru a Slavko ne (namjerava).
Marija mora raditi a Petar ne (mora).

However, it is the colloquial variant of this pattern in SC which might interfere with corresponding patterns in English:

Marija mora raditi, a Petar ne.
Petar namjerava učiti gitaru a Slavko ne.

The above patterns in the learner's mother tongue may trigger off a deviant English sentence:

? Maria must work and Peter not.

2.5.3. b) In the case of the sentence pattern with a modal as echo, like

I can come and so can Peter

one of its possible translation equivalents

Mogu doći a takodjer i Petar

might mislead the learner into producing a sentence like

*I can come and also Peter.

However, it is worth noting that another equivalent pattern in SC, in which the modal verb equivalent occurs as echo, contains inversion as does its English counterpart:

Mogu doći a može i Petar.

The existence of this pattern in SC should make the English pattern easier to internalise.

2.5.4. c) The question with a modal, e.g.

May I take it?

is answered either with the affirmative particle or with a modal used as echo in both languages

Yes. You may. (You can.) Da. Možeš. (Smiješ)

and no interference is predicted.

2.5.5. d) The so-called tag questions which represent another use of the modals as echo in English, are considerably different in structure from the equivalent patterns in SC, the greatest differences being the unchangeable forms of these structures in SC and the absence of modal equivalents in them.

In English the same modal as the one occurring in the statement is repeated, usually in the affirmative if the statement is negative or vice versa, but also both may be affirmative.

You can come this afternoon, can't you?
Možeš popodne doći, je li? (zar ne?) (ne?)

You will write it, will you?
Napisat ćeš to, je li?

Interference at this point may be expected and the following non-English tag may occur:

*You can come this afternoon, no?

which is modelled on SC tag questions (and on a frequent Kajkavian colloquial type tag):

Možeš doći popodne, ne?

2.5.6. The modal verb may serve as the locus for stressing the "truth value" (affirmative or negative) of the sentence as a whole. This is different from the occurrence of stress on some other part of speech in the sentence as that is done to produce contrast with some other part of speech or part of the same sentence.

This device and its effects seem to be the same in both languages, e.g.

He càn learn that.
On mòže to naučiti.

and should be easy to internalize.

2.6.1. Defective versus Regular

Serbo-Croatian modal-equivalents (to the English modals) are formally, more or less, fully inflected verbs:

morati	(must, have to, be obliged to)
trebati	(must, have to, should, ought to, need, be required to)
htjeti	(will, shall; be willing to)
smjeti	(may, can, be allowed to)
moći	(can, may, be able to)
valjati	(ought to, should, need).

Still, it is important to mention, both from the theoretical and practical point of view, that some of them occur in the impersonal (the unchanging third person sg. form) construction, especially valjati.(After impersonal construction a "da-clause" is used, but the infinitive is also possible). When da-clause is used the main verb in this clause, if finite, carries the personal endings. Compare the following examples:

(Vi) morate redovito čitati.
You have to read regularly.

(Vi) mora da redovito čitate.
You must be reading regularly.

Trebaš jako paziti kad kupuješ.
You have to watch out when you are buying things.

Treba da jako paziš kad kupuješ.
You must be watching out when you are buying things.

*(Vi) valjate da rano ustanete.
Valja da rano ustanete.
You ought to get up early.

The SC modal equivalents also occur in the impersonal construction with the following infinitive or da-clause with impersonal form:

Mora se redovito čitati.
One must read regularly.

Treba paziti.
One must pay attention.

Valja ustati.
It is necessary to get up.

Mora da se redovito čita.
Treba da se pazi.
Valja da se ustane.

It seems that this feature, i.e. the use of the impersonal form, sets these verbs apart from the rest of the SC main verbs.

2.6.2. The SC modal equivalents have full inflection (including the otherwise defective valjati), e.g.

Present

Valja raditi brzo.	(It is necessary to work fast)
Valja da radiš brzo.	(It is necessary that you should work fast)
Moram završiti.	(I must finish)

Past

Valjalo je raditi brzo.	(It was necessary to work fast)
Valjalo je da radiš brzo.	(It was necessary that you should work fast)
Morao sam završiti.	(I had to finish)

Future

Valjat će raditi brzo.	(It will be necessary to work fast)
Valjat će da radiš brzo.	(It will be necessary for you to work fast)
Morat ću završiti.	(I'll have to finish), etc.

2.6.3. The SC modal equivalents have some non-finite forms:

The infinitive:					
morati	trebati	htjeti	smjeti	moći	(valjati)[1]
The pres. partic.:					
morajući	trebajući	htijući	smijući	mogući	?
The perf. partic.:					
moravši	trebavši	?htjevši	?smjevši	mogavši	?
The active partic. ("l" participle)					
mogao	trebao	htio	smio	mogao	valjalo[2]

2.6.4. The SC equivalents have no imperative: *moraj, *htij, *trebaj, etc.

2.6.5. The SC modal equivalents have mood, namely the conditional (which is semantically very important in contrastive analysis as it widens considerably the possibility of expressing the degree of modality):

Morate ispraviti pogrešku.
You must correct the mistake.

Morali biste ispraviti pogrešku.
You ought to correct the mistake.

Možete uhvatiti jutarnji vlak.
You can catch the morning train.

Mogli biste uhvatiti jutarnji vlak.
You could catch the morning train.

The modal equivalents may show distinction in aspect. The aspectual signal may be carried by the main verb, e.g.:

Moram čitati Bibliju.
I must read the Bible.

---

[1] In purely modal sense valjati occurs only in the impersonal form, valja, valjalo je, valjat će. There is another use of the verb valjati (= to be valuable) which is fully inflected.

[2] Only in this (neutral) form in the modal sense.

Moram pročitati Bibliju.
I must read the Bible through.

But one finds aspectual signals carried by both the modal equivalent and the main verb or by the modal equivalent only:

Ako moradnem čitati Bibliju } odložit ću ispit.
Ako moradnem pročitati Bibliju

Other aspectual forms: uzmoći, zatrebati.

2.6.6. The above short survey clearly points out that there are considerable differences in the grammar of the English modals and the SC verbs which express modal meanings (and which we label here modal equivalents in order to emphasize this formal difference). However, the similarity of modal meanings expressed by both groups suggests that we are dealing here with words carrying identical meanings in spite of surface differences. In predicting contrastive clashes and contrastive errors these surface differences are certainly important.

In this comparison we proceed as if learners always identified certain modals with certain of their equivalents in SC in all kinds of patterns. This assumption based on the very close meaning of the verbs in question in the two languages and their similar patterning (modal + main verb) may not be quite true in reality and the identification may be occurring only in certain constructions and certain contexts.

SURVEY OF MODAL MEANINGS EXPRESSED BY MODAL VERBS IN ENGLISH AND BY MODAL EQUIVALENTS IN SC

(From meaning to form)

3.1.0. It is always necessary to emphasize that the meanings considered below may be expressed by other means primarily by adverbs and so called quasi-modals or paraphrases (to be able, to be capable; to be obliged; to be permitted, etc.) A simplified approach to the modals and these 'other means' usually treats the latter as synonyms of the modals, used sometimes to fill the morphological gaps left by the modals which lack certain forms (I can walk now; I shall be able to walk tomorrow). However, it has been pointed out (especially on the example of the difference between can and be able to, e.g. As they were fast walkers they were able to (*could) catch the early train) that modals and quasi-modals are not synonymous and that there are contexts where one of the two must be excluded.

3.1.1. In the following survey we kept to the English modals and their verb equivalents in SC wherever possible and have introduced on the English side only have to and be able to of the so called quasi-modals, and on the SC side the verb znati (in the special sense of denoting a repeated action), and the adverbials možda and moguće. A comparison of semantic features of the modals and "other means" remains an important field of study in both languages.

The semantic concepts considered are: obligation, permission, possibility, ability, certainty, probability and prediction (known also as logical necessity). These concepts can be further elaborated. There is sometimes a hierarchical relation between some of the concepts. Thus obligation contains compulsion, possibility subsumes ability, etc.

3.2.1. Obligation

E. modals: must, have to, should, ought to, need.
SC modal equivalents: morati, trebati, the conditional of morati, trebati.

You must return the book immediately. (speaker's authority)
Moraš odmah vratiti knjigu.

You have to return the book within a month. (other than speaker's authority)

Moraš
Trebaš
vratiti knjigu u roku od mjesec dana.
Valja da vratiš knjigu u roku od mjesec dana.

Past:
We had to teach 24 hours per week ten years ago.
Morali smo predavati 24 sata tjedno prije deset godina.

Question:
Need you teach such long hours? (Br. E)
Do you need to teach such long hours?
Do you have to teach such long hours?
Moraš li predavati toliko mnogo sati?

Must is rare in questions in the obligation sense. It occurs only in a special type of questions "expecting a negative answer":

Must you leave already? ('Surely you don't have to')
(Leech and Svartvik 1975:144)
Moraš li baš već otići?

Such restrictions don't exist in Croatian and that may cause difficulties.

Weaker obligation is expressed by should and ought to, however, they suggest that the obligation may not be fulfilled:

The manuscript should be submitted by Sept. 1st.
Rukopis treba predati do 1. rujna.

They ought to write more often to their families.
Trebalo bi da češće pišu kući.

(The conditional form of trebati seems to retain the "nonfulfilment" feature of ought to.)

Lack of obligation

You needn't return the book immediately.
You don't have to return the book immediately.
Ne moraš odmah vratiti knjigu.

Note: Since must cannot fall within the scope of negation and not refers to the following full verb, the modal must retains the obligation sense and is replaced by need and have to. The SC equivalent morati falls within the scope of the negation and needn't be replaced. It signals lack of obligation.

3.2.2. *Permission*

E. modals: *may*, *can*
SC equivalents: *moći*, *smjeti*

You *may* start when you are ready.
Smijete (Možete) započeti kad ste spremni.

You *can* come any time.
Možete doći kad bilo.

Might/could we offer him some help?
Da li *bismo* mu *mogli* pomoći?

3.2.3. *Prohibition*

You *may not* use this typewriter.
Ne smiješ upotrebljavati ovaj pisaći stroj.
You *mustn't* use this typewriter.

A weakened prohibition is expressed by *shouldn't* and *oughtn't*:

You *oughtn't* tease her so much.
Ne bi je smio toliko zadirkivati.

You *shouldn't* be so abrupt.
Ne bi smio biti tako nagao.

Note: *May* which is usually described as a formal verb to express permission containing the feature of speaker's authority seems to be parallel to the SC verb *smjeti* compared to the verb *moći* in this sense. This parallelism is evident in both statements and questions.

Note also that weaker prohibition is rendered in SC by the conditional.

3.2.4. *Certainty, probability, prediction (logical necessity)*

E. modals: *must, have to (Am.E.), ought to, should, will.*
SC equivalents: *morati*[1]*, trebati, valja, conditional of morati, trebati, the enclitic form of htjeti*.

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[1] Mainly in the impersonal construction *mora + da-clause*:
Mora da se šališ - You have to be joking.
Moraš da se šališ }
Moraš se šaliti } - You have to joke.

He must be drunk.
Mora da je pijan.

You have to be joking.
Mora da se šališ.

That will be John.
Bit će to John.

The passengers $\left\{\begin{matrix}\text{ought to}\\ \text{should}\end{matrix}\right\}$ be there.
Putnici bi trebali biti tamo.

There is a scale of certainty here from (epistemic) must to will, should and ought to. An approximately parallel scale can be seen in SC resulting from the use of the indicative (impersonal) forms of morati and trebati, of the enclitic forms of htjeti, and of the conditional of the two former verbs.

3.2.5. Uncertainty, improbability

He can't be drunk.
Neće biti pijan.
? Ne mora da je pijan. (Mora biti da nije pijan)
Ne može biti pijan.

That can't be John.
Neće to biti John.

He can't be joking.
Nije moguće da se šali.
You $\left\{\begin{matrix}\text{shouldn't}\\ \text{oughtn't}\end{matrix}\right\}$ find him difficult to talk to.
Ne bi trebalo biti teško s njime razgovarati.

Note: The most important point to be noted in the expression of uncertainty and improbability is the suppletion of the modal must by can't. Will denoting prediction seems also best replaced by can't. On the SC side there also seems to be a tendency of avoiding morati in the expression of uncertainty or improbability:

He can't be joking.
? Ne može se šaliti.

3.2.6. Possibility

E.modals: can, may
SC equivalents: moći, možda

The bus can arrive on time.
The bus may arrive on time.

Autobus može stići na vrijeme.
Možda autobus stigne na vrijeme.

Note: It seems that the difference between theoretical possibility which is more like a general statement, expressed by can, and the factual possibility referring to a more immediate situation, expressed by may, is captured in SC by using the equivalent moći for the former and the adverbial možda for the latter: Dinar može devalvirati/Možda dinar devalvira. The most important contrastive point is the suppletion of may in questions asking for possibility:

Can the bus arrive on time?

May in questions retains its root meaning of permission.

3.2.7. Ability

E. modals: can, be able to
SC equivalents: moći, umjeti, znati

He can keep a secret.
On (umije) zna čuvati tajnu.

He can lift three bags of coal.
On može podignuti tri vreće ugljena.

Past:
He could keep a secret in those days.
Mogao je (znao je) čuvati tajnu u ono vrijeme.

He was able(?could)to overtake the police car that time and escape.
Ovaj put je uspio (?mogao, ?bio u stanju) prestići policijska kola i pobjeći.

Note: There is a difference in English between permanent ability, in the past expressed by could, and single achievement in the past, expressed by the quasi-modal was able to. (In SC the difference seems to work as well as the translation of the last English sentence shows. To use mogao instead of uspio would leave it open whether he has overtaken or not.)

A conclusion that could be drawn from this comparative survey is that all the concepts that can be expressed by modals in English can be also expressed by verbal equivalents in SC with the exception of the introduction of the adverbial *možda* for factual possibility. The verb *znati* normally falling outside the list of modal equivalents has to be introduced when *can* approaches in its meaning "*know-how*" and the verb *uspjeti* when *to be able to*, a quasi-modal, denotes achievement in the past.

Contrastively speaking the survey makes clear the suppletions that occur in English between the expression of certain concepts like *permission*, *obligation*, *logical necessity* and their negations (can - must not, must - need not, and must - cannot) which are not obligatory in SC and may thus present a problem to the learner of which he should be made aware in some way.

4.1.1. Paired modals

The modal pairs shall - should, will - would, can - could, and may - might display a complicated relationship which sometimes resembles the relation between full verb forms e.g. think - thought and sometimes does not. The negative transfer that occurs in acquiring the modals emerges probably as much from intralingual generalizations as from the clash between L_1 and L_2, since SC as L_1 possesses a complete and regular past tense syntax of the modal equivalents parallel to those of other full verbs.

4.1.2. It is of some interest to note here that four linguists, native speakers of English, voice slight disagreement concerning the present - past relations of the four pairs which may be due to the differences in their treatment of the problem, but also seems to indicate a certain insecurity in the subtle polysemy of the modals. Twaddell (Twaddell 1960, p. 10) suggests that only could "occasionally functions as an 'earlierness' partner of can". Huddleston (1971, p. 295) analyses could as can + past tense morpheme "and similarly mutatis mutandis might, would and should", but adds "though in some of their uses there is little, if any, synchronic connection between would and will, should and shall". Both Palmer (1965, p. 123) and Leech (1969, p. 233) offer examples for might (and would) referring to the past:

We might go for a walk in the evenings.
Mogli smo (smjeli smo) navečer šetati.

The prisoners might leave the camp when they wished
Zatvorenici su mogli (smjeli) napustiti logor kad su htjeli.

Leech says in another place (Leech 1971, p. 92) "Even in the permission sense might in direct speech is sufficiently rare to be discounted".

A quick look at the examples quoted will support Leech's statement (1971, p. 92) that might with past tense reference in direct speech requires a carefully selected context to prevent it from being interpreted hypothetically. This problem is worth pointing out to the non-native student of contemporary English usage.

4.1.3. Thus, besides the ambiguity between root and epistemic interpretation occurring in practically every English sentence containing a modal, when separated from its wider context, e.g. *He must eat a lot*, there is a latent ambiguity between past and hypothetical interpretation of the "past" form, i.e. of the second member of the modal pair. The problem may be illustrated when potentially ambiguous sentences are put side by side with their SC translations:

He could play	Mogao bi igrati Mogao je igrati ? Mogao (smio) je igrati

The examples become clearer in context:

Hypothetical Possibility

He could play if he wanted to.
Mogao bi igrati ako hoće.

Ability (past)

He could play then in spite of his disease.
Mogao je tada igrati unatoč bolesti.

Permission (past)

He could play as far as the doctors were concerned.
Mogao je (smio je) igrati što se tiče liječnika.

He could play yesterday. Why don't you let him today?
Jučer se mogao (smio) igrati. Zašto mu danas ne dopuštate?

He would play	Igrao bi Igrao je (bi)

Hypothetical

He *would* play given the opportunity.
Igrao bi da ima priliku.

Habit (past)

He *would* play at night in those days.
Igrao je (*bi*) noću u to vrijeme.

He might play	Mogao bi igrati. ? Mogao (smio) je igrati

Hypothetical

I might walk instead of taking the taxi.
Mogao bih hodati umjesto da uzmem taxi.

Permission

The prisoners might[1] leave the camp when they wished.
Zatvorenici su mogli (smjeli) napustiti logor kad su htjeli.

The examples bring forward one of the contrastive, interlingual problems: the fact that one form in English requires two or more forms in the SC rendition. Intralingually speaking, on the other hand, the fact that the past tense of the English modals shows restrictions in its uses not normally shown by full verbs (e.g. should is not the past of shall, might is rarely or never the past of may at least in independant clauses) points to another source of negative transfer, i.e. overgeneralization based on the past tense of the English full verbs. Out of the following four sentences which may be predicted to be formed by the learner

I could play yesterday.
? I might play yesterday.
? I would play yesterday.
*I should play yesterday.

only the first is fully acceptable in a limited sense, i.e. that of ability, the second and third require solid contextual support (as given above) and the fourth is unacceptable. It is obvious that the use of the second member of the modal pair is bound to produce difficulties to learners.

4.2.1. Other ways of referring to the past

The paired and non-paired modals in several of their meanings refer to the past when construed with the perfect infinitive, i.e. have + past participle. Each modal may refer to the past in this construction except for shall. Although have followed by the past participle normally signals the perfect and not the preterite, in combination with the modals it comprehends both views of the action or state denoted by the main verb. This is shown by the fact that such verbal phrases may take the adverbs normally occurring with either the perfect or the preterite:

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[1] See p. 47. It was hard to persuade native speakers to accept this sentence. Most speakers of American English flatly refused it.

He may have been there {already / yesterday} Možda je (već) bio tamo
Možda je (jučer) bio tamo (Leech 1971, p. 93)

The construction serves to fill some of the gaps which are left by the restricted use of the past tense forms of the modals (second member of the modal pair) to refer to the past (as has been demonstrated in 1.2.)[1]. We have seen there that the form *might* may refer to the past - very infrequently though - only in the sense of permission, which is its root meaning. In its other meaning, that of possibility, it refers to the past by means of the construction *may/might have past participle*:

He may have played tennis yesterday

This is rendered in SC as either:

Možda je igrao tenis jučer

or, ambiguously,

Mogao je igrati tenis jučer

(but certainly not as

Smio je igrati tenis jučer

i.e. in the permission sense.)

4.2.2. It would make a very neat pattern in the use of the construction *modal + have + past participle* if it could be claimed that this construction is not available with the root meanings of the modals *must*, *may*, *can*, etc., i.e. in the sense of *obligation*, *permission* and *ability*, as suggested by Leech (1971, p. 93), and by Palmer (1965, p. 119 for *must* only). Such a pattern, however, is clearly disrupted by *must + have + past participle*, which may mean both obligation ("root" meaning) and logical conclusion ("epistemic" meaning):

Full information on the linguistic material and on our informants (who *must* all *have had* a university education) is of course preserved in the survey files at University College.[2]

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[1] But See 4.3.1.

[2] R. Quirk, "On knowing English", The English Language and Images of Matter, p. 127, London 1972

... (koji su svi morali imati visoku naobrazbu) ...

He must have played cricket for his school.
Mora da je igrao cricket za svoju školu.

Statistically, modals occur in this construction much more frequently in their epistemic meanings than in their root meanings, which may be considered a good pedagogical hint, but not a rule. The two translation equivalents in SC help to disambiguate the interpretation. Mora da je igrao ..., i.e. impersonal mora plus clause in the perfect tense is unambiguously epistemic. The past tense of morati, however, is open to both interpretations, (see below).

Further examples of modals in this construction are:

He could have played cricket for his school.
Mogao je igrati cricket za svoju školu (ali nije).
Možda je igrao cricket za svoju školu.

Can he have played cricket for his school?
Je li možda igrao cricket za svoju školu?

There is a restriction on the use of can in this construction as it occurs only in the interrogative and negative.

*He can have played cricket for his school.[1]

4.2.3. An important implication suggested by some modal + have + past participle constructions cannot be fully rendered by the SC modal equivalents, though stress and intonation admittedly may help to make the meaning of such a sentence clear. This is therefore a pattern of major contrastive importance. The implication is that of unfulfilled action of the main verb as illustrated in the above example with could if interpreted in its root sense of ability. The SC translation with the past tense of moći requires normally some additional explanation (unless the context clarifies the meaning). In the construction with the perfect infinitive the implication of the unfulfilled action of the main verb is signalled besides could, by should, would and ought to in their root senses, e.g.:

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[1] However, with the main verb in the progressive form and in the (epistemic) possibility sense affirmative can may occur: He can have been hiding (yesterday). (cf. "Can and could" below)

He should have bought it.	but he hasn't done it	Morao je kupiti
He would have bought it.		Bio bi kupio
He ought to have bought it.		Trebao je kupiti

4.2.4. It seems useful at this point to depart awhile from the method of our presentation followed so far and, at the risk of some redundancy, look at the problem of the past reference of the modals starting from L_1 in the direction of L_2. This must be done because of an assumption according to which the learner in identifying the English modals with their equivalents in SC may simply equate *mogao je* with *could* and *morao je* with *had to*. The reverse approach points out very clearly the limits of such a general identification.

The interpretation of the verb "moći" in its past tense ("perfekt") and its rendering into English as *could plus infinitive* will depend, among other factors, on the aspectual characteristics of the complement verb (see also Ridjanović 1968). Consequently, sentences like *Mogao je napisati (jedno) pismo* and *Mogao je pisati kući* show some differences with regard to the use of the past time form.

Mogao je napisati (jedno) pismo

has the following paraphrases in English:

1 He was able to write a letter
1 SC Mogao je napisati pismo (Oči su ga još dobro služile)

2 He was permitted to write a letter
2 SC Mogao je (smio je) napisati jedno pismo (prema zatvorskim pravilima)

3 It is possible that he wrote a letter
3 SC Mogao je napisati pismo (a da mi i ne znamo)

4 It would have been decent of him to write a letter
4 SC Mogao je (baš) napisati pismo (Ne bi ga mnogo stajalo)

If we now try to render the meanings of *mogao je* into English only the first of the four will be comfortably covered by *could plus infinitive*; to render the others the introduction of the *perfect infinitive* is necessary:

He could have written a letter	(ability)
(the prison rules did not prevent it)	(permission)

He could have written a letter (without our knowing it)	(hyp.possibility)
He could have written a letter (it would not have been any trouble for him)	(possibility unfulfilled)

With the imperfectivity of the action of the sentence emphasized as in Mogao je pisati kući the first two meanings could be expressed by could plus infinitive:

He could write home (since his eyes were still good)	(ability)
He could write home (The prison rules did not prevent it)	(permission)

the rest remaining the same.

The constraints on the use of could + inf. in English compared with the versatility of the past tense of moći is to be taken as a major source of interference for the learner with SC as mother tongue and the problem should receive due attention both in teaching and in developing teaching materials.

A similar type of interference may occur if the past tense of morati is identified with had to.

Morao je doći

has three possible paraphrases:

He was obliged to come
Morao je doći (to mu je dužnost) (pa je i došao)

He was obliged to come, but he didn't
Morao je doći (ali nije došao)

It is almost certain that he came (has come)
Morao je doći (kad tebe nije ovdje bilo)
(Mora da je došao)

Using modals instead of the paraphrases we shall have the following three sentences:

He had to come (it was his duty)
He should have come (but he didn't turn up)
He must have come (when you were not there)

The prediction is that the learner will tend to cover all three senses discussed here with the form had to. Once he has been shown that had to is the past tense of must, he assigns the form the meanings of the past tense of morati and the interference resulting in the following types of sentences becomes inevitable:

? He had to come (but he didn't turn up).
* He had to come (judging from the cigar butt in the ashtray)

4.3.1. The implication of non-fulfilment expressed by M + have + past part. (with no parallel formal counterpart in SC) may be compared with the implication of fulfilment expressed by some modal paraphrases as was able to, was allowed/permitted to, etc. (again without formal equivalents in SC) as the following sentences will illustrate:

Our situation was favourable and we could help them.
Our situation was favourable and we were able to help them.

The second sentence gives an extra piece of information, namely, that we did help. In fact, the two sentences may be rendered in SC by means of a modal equivalent and one of its paraphrases, as distinguished from the modal structure in English, the information of fulfilment is lacking in the paraphrase as the extensions to the original sentences will show:

Situacija je bila povoljna i mi smo im mogli pomoći.
Situacija je bila povoljna i mi smo bili u stanju da im pomognemo (ali su našu pomoć odbili).

The difference, then, between the modal and its paraphrase in English is of contrastive interest and should be taken care of. This difference points also to a fallacy in the teaching according to which the paraphrases are semantic equivalents to the modals and are meant to fill the gaps where the modal cannot function, like for instance, in the construction called "simple future" He will be able to make it (*He will can make it). The examples quoted above and others contributed by Larkin (Larkin 1969), Binnick (Binnick 1971, 1972) and convincingly elaborated by R. Lakoff (Lakoff 1972) clearly suggest that modals and their paraphrases are not true synonyms.

4.4.1. Modals and Sequence of Tenses

The shifting of the modals in accordance with the rules of the sequence of-tenses is hardly a fruitful contrastive topic, as SC shows only some rudimentary signals of "the distancing effects" produced by the shifting of tenses and adverbials in English. One cannot reckon with equivalent constructions in L_1 causing negative or positive transfer and the problem requires a systematic presentation as a completely new topic for the learner. We shall touch upon it very briefly here to point out a few problems which either might lead to overgeneralization on the part of the learner or are simply rare and overlooked.

4.4.2. The choice between should and would in indirect speech sometimes depends on the subject pronoun in cases where shall and will have the role of "pure" auxiliaries to make the future tense.

I shall talk to him tomorrow.
He said he would talk to him the next day.

But if shall carries a strong modal meaning it requires should as its sequence of tense partner:

John shall pay for it.
? He said that John should pay for it.

although the modal shall may remain unshifted.

4.4.3. Must, ought, need and dare may remain unshifted in indirect speech. This may sometimes be due to "the continuing validity of the original statement": He said he needn't lecture on Monday. (Palmer 1974, p. 130),i.e. that Monday has not yet come. But in other cases it may be due to the fact that the four modals have no adequate sequence of tense partners. Had to, for instance, is, strictly semantically speaking, the past tense of have to.

You must return by Monday.
We were told we must return by Monday.

4.4.4. Modal plus the perfect infinitive functions as the past time form for most modals, but it is important to realize that this construction is not used to report the modal + infinitive. The error of reporting e.g. ought to tell him with ought to have told him would be the result of identifying the relation in the shifting process of e.g. can tell - could tell, ought to tell - ought to have told, which, of course, doesn't apply here.

I ought to tell him
Peter said that he ought to tell him

I ought to have told him

Peter said that he ought to have told him.

4.4.5. The construction modal plus the perfect infinitive in the superordinate clause for the purposes of the shifting of tenses counts as the equivalent of the past tense.

He is joking.
You ought to have realized that he was joking.

4.5.1. Modals and Future Time Reference

All the English modals in their present tense form may refer to the future. This is true of their SC equivalents as well. At least one exception to this rule which is attested in English seems to be valid for SC. It concerns can in the sense of ability when combined with a verb denoting a single event. In both these sentences can and može respectively are not acceptable, the English version requiring the future tense of the paraphrase of can and the SC the future tense, not present tense, of moći.

When he's older he'll be able to (*can) lift a hundredweight. (Palmer 1974)

Kad bude stariji, moći će (*može) podignuti šezdeset kilograma.

The sentences with can and može become acceptable in both languages if one interprets them in the habitual sense. The above sentences used e.g. by slave-traders describing their wares would be acceptable with can and može:

When he's older he can lift a hundredweight (provided you feed him well)

Kad je stariji može podignuti šezdeset kila.

The examples analysed suggest that there may be a regular relationship between the modals and the future tense of their paraphrases in E, and the present and future forms of their SC equivalents. (Note: In SC the degree of certainty of fulfilment seems to make an important difference between the present and the future form besides the one we have discussed:

Mogu doći sutra   Moći ću doći sutra

where the present tense form implies more certainty.

4.5.2. The second members of the modal pairs, sometimes called the past tense of the modals, may also refer to the future, e.g.

$$\text{I} \left\{ \begin{matrix} \text{might} \\ \text{could} \\ \text{should} \\ \text{would} \end{matrix} \right\} \text{go tomorrow.}$$

This is also true of the past tense (perfekt) of the SC modal equivalents as well, but while the second members of the English modal pairs referring to future express hypothetical meaning, or tentative, softened meaning, SC modal equivalents in their past form referring to the future seem to suggest irreality of the proposition.

Mogli ste otputovati sutra s nama (no sad je već (vjerojatno) kasno)

You could have left with us tomorrow (but now it is too late)

Morao sam sutra održati govor (ali je sastanak odgodjen)

I was going to deliver a speech tomorrow (but the meeting has been postponed)

Trebalo je da održimo sutra sastanak

We were going to hold a meeting tomorrow

The real equivalents of the second members of the English modal pairs referring to the future are the conditional also called potential constructions in SC like:

Mogli biste otputovati sutra s nama
You could leave with us tomorrow

Morao bih sutra održati govor
I should deliver a speech tomorrow

Trebalo bi da sutra održimo sastanak
We should hold a meeting tomorrow.

These forms imply either hypothetical or tentative meanings like the second members of the English modal pairs.

4.5.3. The "before future" temporal meaning of the future perfect can be expressed with some other modals (besides shall and will) cf.:

He will have written the paper before the deadline (next Tuesday).
On će napisati referat prije zadanog roka (u slijedeći utorak).
(Referat će biti napisan prije zadanog roka)

He may have gone by next weekend.
On možda već otidje do kraja slijedeće sedmice.

They ought to have painted the walls by next Tuesday.
Oni treba da (već) oboje zidove do slijedećeg utorka.

This feature of the English construction modal + perfect infinitive is rarely mentioned in teaching grammar-books, perhaps owing to its scarcity, but it is important for the learner to realize that its reference is not only to the past. A formal equivalent of this construction does not exist in SC, and an adverb as već is sometimes required to make the (future perfective) meaning clearer, which renders it contrastively important.

THE NEGATION OF ENGLISH MODALS AND THEIR EQUIVALENTS IN SERBO-CROATIAN

5.1.1. Some aspects of negation of the modals resulting from the use of the particle *not* will be dealt with here although other means of negating the modal verb phrase are available in English. One of the distributionally nearest preverbal particles to *not* is *never* and they are often considered together. Adverbs like hardly, scarcely, etc. have also negative "import".

5.1.2. We shall be mainly concerned with the *focus of negation* which is found either on some modals or in some cases on the main verb and is referred to as *external* and *internal* negation respectively.

5.1.3. The negative particle in SC corresponding to *not* in English is *ne*. It has been shown (cf. Grammatical characteristics, 2.3.1.) that the main surface distinction between the two negative particles lies in the flexibility of the particle *ne* which may precede either the modal equivalent or the main verb. The English particle *not* when used with the verb phrase containing the modal does not show any comparable flexibility. Semantically, however, the interpretation of the scope of negation shows that the English particle *not* - in spite of its fixed position - may negate either the (preceding) modal or the (following) main verb. The same result is in some cases accomplished by the SC particle *ne* through the change of its place, i.e. by its preceding the part of the verb phrase which is to be negated. If the sentence

He may not write from here.

is interpreted in the sense of permission, *not* negates the modal, the notion of permission, and the sentence can be paraphrased as:

He is *not* allowed to write from here.

However, if the same sentence is interpreted in the sense of possibility, *not* will be felt to belong to the main verb, to the thesis or main proposition, and the sentence can be paraphrased as:

It is possible that he will *not* write from here.

The two operations are accomplished in SC by placing the negative particle *ne* in front of the verb phrase element which is to be negated

On *ne* može pisati odavde.
On može *ne* pisati odavde.

5.1.4. This feature of SC, i.e. that the negative particle *ne* always precedes the verb that it negates in the verb phrase, cannot, however, be generalized to be equally valid for all the modal equivalents. Similarly, it is not clear with all the English modals whether *not* negates the modal or the main verb. Thus in the sentences

I will not accept it	Hoću da to ne primim
I won't accept it	Neću to primiti

it is rather hard to see which of the two verbs carries the focus of negation, or even if we decide on that as hinted in the translation, what the difference in meaning is.

5.1.5. The following modals show external negation: *may* (permission), *can* (ability), *need* (necessity)

He can't write	Ne može (zna) pisati	
He needn't write	Ne treba pisati	Ne treba da piše
He may not write	Ne smije pisati	

and *have to* (which does not belong to the central modals).[1] The English examples may be paraphrased as:

He is not able to write
He is not obliged to write
He is not permitted to write

In the above cases the notions of permission, ability and obligation to write have been negated.

5.1.6. Internal negation, i.e. when modals do not normally fall within the scope of the negation *not*, and the particle negates the main verb, is shown by *must*, *may* (possibility), *ought to*, *shall* (with 2nd and 3rd person subjects), *should*:

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[1] Establishing whether the focus of negation falls on the modal or the main verb is a highly controversial problem, since both the stress in speech and perhaps the meaning of the main verb influences the interpretation. For disagreement among the native-speaking linguists on the issue cf. Hermerén 1978, 169-171.

1 You mustn't leave this room
Ne smiješ napustiti ovu sobu

2 You shall not leave this room
Nećeš napustiti ovu sobu (kažem ti)

3 You shouldn't leave this room
Ne bi trebao (smio) napustiti ovu sobu

4 You ought not to leave this room
Ne bi trebao (smio) napustiti ovu sobu

5 You may not be leaving this room
Možda nećeš napustiti ovu sobu

Various degrees of obligation (in the first four sentences) and the notion of possibility (in the last one) are not negated, the concepts remain affirmative, but the principal proposition, the main verb, falls within the scope of negation. The sentences could be paraphrased:

(1-4) You are obliged not to leave this room
(5) It is possible that you will not leave the room.

5.2.1. Among the modal equivalents in SC two groups seem to emerge with regard to the problem of negation. The first group consists of those modal equivalents which do not show any clear distinction of meaning when the negative particle precedes or follows; the second group of modal equivalents are significantly affected by the change of the position of the negative particle (as in the above examples with may - može).

Some of the examples where the difference may exist, but seems to consist in different emphasis rather than in different meanings, would be the following:

Neću pisati.
I won't write.

Hoću ne pisati.
I will not write.

Ne valja da o tome piše.
It is no good writing about it.

Valja da o tome ne piše.
It is good not to write about it.

Ne treba pisati. Ne treba da piše (dovoljno je iznijeti usmeno).
It is not necessary that he write (an oral report will do).

Treba da ne piše (pa će se osjetiti što on znači).
It is necessary that he not write (for the people to feel how important he is).

The first example with trebati may be interpreted as the lack of necessity to write, the lack of necessity to start an activity, while the second example implies that an activity already undertaken should be discontinued.

5.2.2. Somewhat clearer contrasts in meaning in connection with the place of the negative particle may be obtained with the verbs morati (must) and smjeti (to be allowed):

Ne moraš jesti meso
You are not obliged to eat meat

Moraš ne jesti meso (mast, sirovo voće, itd.)
You are obliged not to eat meat (fat, raw fruit, etc.)

where the first sentence might be used by a parent to a child and the second would be advice given to a friend, or by a doctor to a patient.

5.2.3. The negative examples with valja, trebati in 5.2.1. and morati in 5.2.2. might be rendered into English with needn't or oughtn't, the former to negate the notion of necessity or obligation and the latter to negate the main verb, e.g.

You needn't eat the meat
Ne moraš jesti meso

You oughtn't to eat meat (fat, raw fruit, etc.)
Moraš ne jesti meso (mast, sirovo voće, itd.)

5.2.4. The position of the negative particle may change the meaning of the sentence with the verb smjeti (to be allowed) as in the examples:

Ne smiješ obuhvatiti sve podatke u ovom formularu.
You are not allowed to include all the data in this form.

Smiješ ne obuhvatiti sve podatke u ovom formularu.
You are allowed not to include all the data in this form.

The first SC sentence could be rendered into English by means of the central modals with may (permission) carrying the focus of negation and the second with can (permission) which presumably allows of internal negation.

You may not include all the data in this form.
You 'can not include all the data in this form.

In speech the stress on can would probably clarify the potential ambiguity in the second sentence.

5.2.5. The problem of the focus of negation with English modals and their SC equivalents helps to predict (but since it is a well attested error, a better term would be to explain) the clash in the area of the negation of obligation. The clash consists in the following. Asked to express lack of obligation as in the sentence:

Mary is not obliged to buy the ticket.

using a central modal, the SC learner will probably produce the sentence:

Mary must not buy the ticket

If we accept a contrastive explanation for this error (since it could also be explained by overgeneralization)then we presume that the speaker after identifying must with the SC equivalent morati has followed his native pattern. The native pattern provides that in order to express lack of obligation the same verb which expresses that obligation is made negative:

Marija mora kupiti kartu.
Mary must buy the ticket.

Marija ne mora kupiti kartu.
Mary needn't buy the ticket.

Owing to the fact that must cannot carry the focus of negation or, in other words, does not fall within the scope of negation, the pattern of expressing lack of obligation in English requires a suppletion, i.e. the introduction of the modal verb with the meaning of necessity or obligation which can carry the focus of negation like need or have to. The above suppletion for identical reasons applies to ought to and should.

5.2.6. While this suppletion occurs in English in the area obligation - lack of obligation, the same phenomenon can be found in SC in the area obligation - prohibition expressed by means of negation. It is reasonable to presume that we can predict an error here by the learner of SC whose L_1 is English. Following his native pattern such a learner would render the sentence

Mary is not allowed to buy the ticket, i.e.
Mary must not buy the ticket.

into SC as

Marija ne mora kupiti kartu.

which, as we have seen, does not denote prohibition, that he would want to express, but lack of obligation. The correct rendering would require the suppletion of smjeti (to be allowed) for morati (to be obliged).

Marija ne smije kupiti kartu.

5.2.7. If we wanted to generalize on the basis of what one finds in the two languages we could say that languages select among different patterns of expressing the same underlying concept. While English expresses prohibition with the modals by the pattern "obligation not to act" (You mustn't do), SC expresses the same underlying concept by the pattern "no permission to act" (Ne smiješ raditi). Similarly, while English expresses lack of obligation by "no necessity to act" (You needn't do), SC has a different pattern for the same underlying concept: "no obligation to act" (Ne moraš raditi).

5.3.1. This principle can be also followed in the case of the negation of the logical conclusion must. The sentences:

He must be working very hard.
(It is certain that he works hard)
Mora da mnogo radi.

It must be true.
(It is certain that it is true)
Mora da je istina.

are made negative by the suppletion of the modal

He can't be working hard.
(It is impossible that he works hard)
Nije moguće da mnogo radi.

It can't be true.
(It is impossible that this is true)
Nije moguće da je istina.

showing external or modal negation.

The negation of the sentence with the modal must in this sense of certainty is not normally found. The sentences:

He mustn't be working very hard
? It mustn't be true.

do not retain the meaning of negative logical conclusion or certainty but that of obligation.

The non-availability of the negative counterparts of logical conclusion sentences like the above will result in contrastive errors consisting in the unacceptable use of such negative sentences, as in SC epistemic morati may be made negative to express negative logical conclusion:

Ne mora da ona mnogo radi (iako tvrdi da se muči)
It is not certain that she works hard (although she insists that she does)

This, however, is not the favourite structure for expressing negative 'logical conclusion' in SC perhaps owing to its ambiguity. Less ambiguous is the expression with mora plus the negative clause

Mora da ona mnogo ne radi
It must be that she does not work hard

It is sometimes expressed by the negation of the verb moći (lack of possibility) the nearest equivalent of E. can:

Ne može biti da ona mnogo radi,

also by the paraphrase with the adjective:

Nije moguće da ona mnogo radi
(It is impossible that she works hard)

but probably the most frequent means of expressing this concept is the enclitic forms of the verb htjeti, e.g.:

Neće biti da mnogo radi.
She won't be working hard.

6.1.1. Modal verbs (like modal adverbials, modal words and modal expressions) are thus termed because they share the meaning, modality. Modality could be defined as the speaker's attitude towards the action or state denoted by the main verb. More specifically such attitudes are known as possibility (expressed by can and may) and logical necessity or conclusion (must, has to, should, ought to), on the one hand, and obligation (must, have to, should, ought to), permission (may, can) and ability (can) on the other. The two groups of modal meanings are sometimes kept apart because of certain syntactic--semantic differences they show. Thus the first group, called also modality (Halliday 1970), refers to the whole sentence: You must be very careless (I infer it from what I see), and the second group, called modulation, refers to the subject: You must be very careful (the obligation is imposed on the subject). It is useful to consider the first group as degrees of modality and the second as kinds of modality. It is important to emphasize in any attempt at dealing with the modal verbs that they are not the sole expression of modality. Thus, e.g. possibility may be expressed by it is possible, possibly, (logical) necessity by certainly, surely, probably, (it) is certain, obligation by ... is obliged, is required, ... is requested, permission by ... is allowed, ... is permitted, ... is entitled, etc. to mention only some of the well known expressions. A comprehensive contrastive study of modality in English and SC should ideally consider all the means of expressing modality in both languages. This is, however, a very wide linguistic area, so far poorly described and systematized as a whole. Probably the most obviously structured section of the expression of modality in English are the modal verbs. They are comparatively easy to group together morpho-syntactically and semantically and mark off from the rest of the English verbs. They represent an orientation point in every discussion of modality. It therefore seems justifiable to contrast the English modal verbs with their verbal equivalents in SC as a first step towards a more comprehensive contrastive study of the two systems of modality. Some reasons for this limitation and for the choice of verbal equivalents in SC is given below.

6.2.1. Modality in SC is similarly expressed by a group of verbs, by adverbial and adjectival means, and by a syntactic combination termed conditional or potential mood. More specifically, possibility is expressed by various forms of the verb *moći*, and by the adverbials *možda*, *moguće*, *valjda*, etc., (logical) necessity by *morati* and by *sigurno*, *vjerojatno*, etc., obligation by *morati*, *trebati*, and by *biti dužan*, *biti prisiljen*, etc., permission by *moći*, *smjeti* and by *biti dopušteno*, *biti dozvoljeno*, etc. There is no tradition in the grammatical description of SC of grouping these verbs together under the heading of modals, partly because, at least at first sight, they are formally full verbs. However, *morati*, *trebati*, *moći* and *valjati* besides their regular forms show certain peculiarities, certain anomalous forms (the unchangeable third person singular present form: *mora (biti) da*, *treba (da)*, *može biti (da)*, *valja (da)* in connection with their modal meanings. Thus there may be justification for studying these verbs together as a formally-semantically based group.

6.2.2. In view of the fact that the expression of modality in both languages represents such a wide and varied system it is appropriate to ask the question whether there is any point in presuming that the English modals have corresponding *verbal* equivalents in SC. Conceivably, an English modal verb might need to be rendered into SC regularly by some expression other than a verb. A case close to this is the modal *may* in its possibility sense. This *may* is frequently rendered into SC by the adverbial *možda*, though not exclusively. If this were the case with the majority of the modals there would be no sense in limiting one's analysis to the verbal equivalents in SC. One would be unable to establish similarities and differences and predict interference if there were no correspondence between a modal in English and its presumed equivalent in SC except that both functioned as verbs in their respective languages. There would be no opportunity for the identification of certain verbs in SC with certain modals in English which, according to our explanation, is the cause of interference and errors in learners' use of English.

But native speakers of SC who have a reasonable command of English know that this is not the case. That there is a considerable amount of semantic correspondence between the verbal expression of modality in both languages has been confirmed by the data from the abbreviated Brown Corpus ("The Zagreb Corpus") which was translated by professional translators into SC with no instruction to keep any one-to-one correspondences. The data show that each English modal verb, taken separately, has most frequently been rendered into SC by verbal translation equivalents. It is usually the case that one verb prevails in rendering an English modal, but when others occur they come from the list of what we termed modal equivalents above.

6.2.3. Here is how must has been translated:

Must occurs in the abbreviated Brown Corpus 486 times: 406 times in the sense of obligation (root sense) and 80 times in the sense of logical conclusion (epistemic sense).[1] The 406 examples of the former have the following renderings:

morati	321	79.1%
trebati	31	7.6
smjeti	14	3.4
other means	30	7.5
untransl.	10	2.4

The logical conclusion must has been translated somewhat differently, as expected:

morati	27	33.8%
mora (biti) da	39	48.7
other means	12	15
untransl.	2	2.5

There are various interesting points in this list that require comment, but our primary aim is to emphasize the fact that verbal translation equivalents prevail. A similar situation obtains with have to, which in 91 per cent of the cases is rendered by the modal equivalents morati, trebati and moći. "Other means" on the above lists stands for a mixed bag of expressions of modality which in most cases seem to be in free variation with the verbal equivalents rather than in anything like strict complementary distribution. But this is a most sensitive and subtle area of expression, full of clines and more-or-less solutions.

6.2.4. It is only in the case of may that non-verbal rendering comes to account for 16 per cent or more of examples. This is when possibility may is translated by možda:

"I may be back", he explained, "and then again, I may not."
"Možda ću se vratiti", objasnio je, "a možda i neću."

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[1] The data quoted here are taken from the University of Zagreb M.A. thesis written by Vesna Tadić under the title "Engleski modalni glagoli May, Might, Can, Could i njihovi ekvivalenti u hrvatsko-srpskom."

The adverbial *možda* has an advantage over the forms of the verb *moći* in rendering the meaning of possibility unambiguous. The above sentence translated by the verbal equivalent would be ambiguous between possibility and permission:

"Mogu se vratiti", objasnio je, "a mogu i ne."

But in spite of the importance of adverbial translation for possibility *may*, it is still the verbal translation which is most prevalent, accounting for over 70 per cent of cases.

6.2.5. Thus it seems that there are good reasons for presuming that the learner whose mother tongue is SC will identify certain English modals with certain verbs in SC which share certain semantic and also formal features (e.g. that they occur in structure *verb plus verb*: *may speak* - *može govoriti*) and that many choices, both correct and unacceptable, in the use of the English modals are due to such automatic identification.

THE MEANING OF THE MODALS
ROOT AND EPISTEMIC MEANING

7.1.1. The English modals and their SC verbal translation equivalents express identical basic semantic notions like obligation, ability, permission, certainty, possibility, future prediction, etc., so that SC verbal equivalents are adequate glosses of the English modals. This correspondence is also evident in the fact that both English modals and their SC translation equivalents are polysemic, i.e. they have two senses, the Root and the Epistemic[1] sense, making clauses containing these verbs potentially ambiguous as in the examples:

He may leave today - On može otići danas

where both languages allow interpretations in the possibility and permission sense. Normally the context makes the intended meaning clear. There are also syntactic structures which favour root or epistemic interpretation in both languages, e.g.:

He must leave - He must be leaving.
(On) mora otići - (On) mora da odlazi.

7.1.2. The similarity between the two sets of verbs can also be seen in the existence of the scale of modal meanings along both the root and the epistemic line, as in:

a) He must leave - He should leave - He ought to leave.
On mora otići - On treba otići - On valja da otidje.

b) He must be drunk - He should be drunk - He may be drunk.
Mora da je pijan - Bit će pijan - Može biti (da je) pijan.

We shall now illustrate root and epistemic meaning of the modals in both languages, as well as the structures which favour either one or the other reading.

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[1] The interest in the systematic polysemy of the modal verbs has been revived by an (unpublished) article by Hofman (1966). According to his definition epistemic meaning of the modal limits the truth value of the sentence: He walks - He may walk, and the root meaning predicts something about the subject of the sentence: He will walk.

In their root meanings the modals denote necessity (or obligation), ability, permission and volition, and in their epistemic meanings they denote certainty, possibility, (both meanings sometimes termed logical conclusion), and future prediction. The two kinds of meaning and their exponents in both languages may be roughly represented as in the following table:

Root	Epistemic	English	Serbo-Croatian
obligation	certainty	must	morati
ability	possibility	can	moći
permission	possibility	may	moći
volition	future predict.	will	htjeti

A word of explanation is necessary at this point. Root and epistemic meaning, i.e. potential ambiguity, is not found only with the four modals and their three equivalents. Other modals (should, ought to, have to) and their equivalents (trebati, imati, valja) show the same kind of polysemy. Also, this table is not meant to suggest that the only translation equivalent of must is morati and vice versa. The verbs have been chosen for their versatility with regard to polysemy and for the clear dependence of their reading on certain syntactic structures.

7.1.3. Here are some potentially ambiguous sentences containing modals and their equivalents:

must/morati

He must wash the windows himself.
On mora sam prati prozore.

1. Obligation. Root. He is obliged to wash the windows himself.
2. Certainty (virtual). Epistemic. It is virtually certain that he washes the windows himself.

can/moći

Mary can operate the machine.
Marija može rukovati strojem.

1. Ability. Root. Mary is able to operate the machine.
2. Possibility. Epistemic. It is possible that Mary (will) operate(s) the machine.

may/moći

Mary may leave the room.
Marija može napustiti sobu.

1. Permission. Root. Mary is permitted to leave the room.
2. Possibility. Epistemic. It is possible that she will leave the room.

will/htjeti

John won't help me with the dishes.
Ivan mi neće pomoći oko pranja tanjura.

1. Volition. Root. John is not willing (refuses) to help.
2. Future prediction. Epistemic. John is not going to help.

7.1.4. The potential ambiguity of the modals and their equivalents can be partly eliminated by placing these verbs in structures which favour either the root or epistemic interpretations. This cannot be taken as an absolute rule, as counterexamples may be produced. What seems important from a contrastive point of view is that both languages possess such devices.

If the modal is found in a verb phrase with the progressive, its favourite reading will be epistemic, as shown by the following examples:

He must be washing the windows himself.
Mary can be operating the machine.
Mary may be leaving the room.
John won't be helping me with the dishes.

This means that the aspect of the main verb influences the root-epistemic interpretation of the verb phrase. This seems to be true for both languages. The progressive aspect signalled by be + ing form favours the epistemic interpretation. Mora da, treba da + imperfective verb favours the same interpretation in SC. Mora da, treba da + perfective verb favours root interpretation in both cases with the present time reference, e.g.:

On treba da zaključava vrata
On treba da zaključa vrata
(But see 7.1.5.)

7.1.5. A structure which favours epistemic interpretation for morati and trebati (the translation equivalents of must and have to) is the one where the infinitive in the verb phrase with the modal (*mora prati*) is replaced with a *da-clause* (*mora da pere*), e.g.:

They must wash the windows themselves -
They must be washing the windows themselves.

Oni sami *moraju prati* prozore -
Oni sami *mora da peru* prozore.

They must lock the door -
They must be locking the door.

Oni *trebaju zaključavati* vrata -
Oni *treba da zaključavaju* vrata.

Notice that in this sense *mora* and *treba* are impersonal (unchanging and tenseless) forms, e.g. Ti *mora da* pereš prozore. The main verb in the embedded clause is marked for personal endings.[1]

7.1.6. A structure which favours the epistemic interpretation of *moći* (the translation equivalent of *can* and *may*) is either one similar to the above:

Marija može rukovati strojem - (root)
Marija *može biti* (da) rukuje strojem (epistemic)

or more commonly the modal adverb is introduced and we have

Marija možda rukuje strojem.

At this point we can see that in order to express possibility unambiguously we have to resort to other modal devices than verbs.

The last example, which may be rendered in English by the same device as in SC, that is, by using the modal sentence adverb *maybe*:

Maybe Mary operates the machine

illustrates well the fact that epistemic modals in both languages (whose meaning is now expressed by sentence adverbs) refer to the whole sentence, in this case to the possibility that the action is being or will be realized, while root modals primarily involve the subject. This can be seen when the same sentence *Mary may operate the machine* is given the root (permission) interpretation. Now it is Mary who has obtained the permission and who will be the doer of the action denoted by the main verb.

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[1] Note the contrast, mostly in the Eastern Variant, between: Ti moraš da pereš (obligation): Ti mora da pereš (logical conclusion).

7.1.7. Another syntactic context for the modals which favours the epistemic reading is the structure in which the main verb (and not the modal!) is marked for the past tense, e.g.:

He must have washed the windows himself.

a) * obligation
b) certainty

Although epistemic interpretation is most probable in this context counterexamples can be found. Here is one:

Entrance qualifications. Candidates must have obtained the MA or M Phil in Education or an equivalent qualification.[1]

Such examples point out that marking the main verb for the past tense need not be an absolute indication of its epistemic meaning, however, most frequently it is so. (cf. 1.5.1. and 4.; 3.2.2.)

7.1.8. It is of some interest to note that there is a comparable syntactic process in SC, namely that the main verb (and not a modal) is marked for the past time and that this structure is normally assigned the epistemic meaning. However, there is a possibility of marking the modal equivalent for past time and assigning it an epistemic reading as well. This latter case, as we shall see, may conceivably produce interference with the learner's English. Thus a sentence with the main verb marked for past time and with the epistemic interpretation of the modal:

He must have borrowed my bicycle

may be rendered in SC with similar marking of the main verb now occurring in the embedded clause and has an unambiguous epistemic reading:

On mora da *je posudio* moj bicikl.

However, it can also have the modal equivalent marked for past time and still be assigned epistemic sense, e.g.:

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[1] University of London regulations for Ph D in Education.

On je morao posuditi moj bicikl (jer ga nigdje ne mogu naći).

Similarly with may/moći:

He may have been very tired.
On je možda bio jako umoran

with the adverb for the English modal (see above 7.1.6.) and past time marking of the verb "biti", but also:

On je mogao biti jako umoran (pa je zbog toga odbio da dodje).

The latter possibility we must reckon with as a potential source of deviant sentences erroneously meant to be interpreted in the epistemic sense such as:

*He might be very tired when I saw him

when actually

He (may) (might) have been very tired when I saw him

would be the proper construction. (cf. The modals and past time reference).

7.1.9. There is a restriction in both languages on granting permission with may and moći respectively with reference to the past. The sentences

You may borrow my bicycle
Možeš uzeti moj bicikl

when turned into the past tense cannot be interpreted any more in the root (permission) sense, but only epistemically, i.e. in the possibility sense.

You may have borrowed my bicycle
Mogao si uzeti moj bicikl.

This is explained on logical grounds by the fact that one may grant direct permission only for something which is to happen now or in the future, but not in the past.

7.1.10. Besides contexts which favour epistemic interpretation of the modals and their equivalents in SC, there are those which favour the root interpretation. Such are apparently interrogative structures and if-clauses. The following examples indicate that this restriction holds for SC as well:

a) May I go out to play?
Mogu li otići van da se igram?

Must Mary wash the dishes?
Mora li Marija prati sudje?

b) If he *must* leave, Mary will be in charge of the team.
Ako on mora otputovati, Mary će rukovoditi grupom.

7.1.11. It has been mentioned that another similarity between the English modals and their verbal equivalents in SC consists in the existence of a certain scale of modal meanings which may also contribute to the identification the learners develop between the two sets of verbs. This scalarity has been discussed among others by Diver (1964), Bouma (1975), and more practically for use in teaching by Close (1975). I am not aware of such a discussion for SC verbs although some authors (Jonke 1970) did suggest such a possibility for the relations between *morati*, *trebati*, and *valja*. However, although such a scale, e.g. of likelihood, is felt to exist there is a certain amount of disagreement among native speakers of English as to the points on the scale, that is, which modal is closer to certainty that an event will take place on the scale of certainty or likelihood covered by the modals in the epistemic sense, or on the scale of "imperativeness" (Diver) or obligation covered by the modals in the root sense. The same seems to be valid for the SC side.

The "Scale of Likelihood" devised by Diver is as follows:

do	certain
must	very likely
should	more than likely
may	less than likely
can	possible

The scalarity can be made obvious in the test frame of the sentence:

If he left yesterday, he ------- arrive tomorrow.

(The modal *do* in Diver's system means that an event about whose occurrence some question has been raised did in fact take place.) He has also devised a "Scale of Imperativeness" where the arrangement is the following:

Close the door.	Zatvori vrata.
Do close the door.	Hajde, zatvori vrata.
You must close the door.	Moraš zatvoriti vrata.
You should close the door.	Treba (trebao bi) zatvoriti vrata.
You might close the door. You could close the door.	Mogao bi zatvoriti vrata.

and the SC scale, as can be seen, may be similarly structured by the imperative and the modal equivalents.

Also quoted here is Close's arrangement (Close 1975) of a scale on the epistemic (likelihood) line, which, however, is cautiously given as it "might vary in detail from one speaker to another"

Uncertain	might	e.g. That might be George
↓	may	↓
	could	
	can	
	should	
	ought to	
	would	
	will	
Certain	must	That must be George

Close also gives a limited scale of the modals in the root meaning arranged as follows:

{Can / May} we go separately? No, you {may not / can't / 're not to / mustn't}

explaining "may not, can't, 're not to, mustn't are arranged in increasing order of severity, mustn't being an absolute prohibition. (p. 272)

7.1.12. In devising a comparative scale for SC modal equivalents one is faced with two planes, the indicative and the conditional or potential. The verbs may be arranged separately on the two planes or mixed together according to the native speaker's feeling about their comparative force.

Without pretending to give either a parallel scale to Diver's and Close's or a full one, here are three possible arrangements of SC modal equivalents in their epistemic sense:

$$\text{Ako je jučer otputovao,} \left\{ \begin{array}{l} \text{mora stići} \\ \text{treba stići} \\ \text{valja da stigne} \\ \text{može stići} \end{array} \right\} \text{večeras.}$$

A variant of that indicative scale would be the following with the impersonal forms of the verbs plus the embedded da-clause (and the imperfective form of the main verb):

$$\text{Ako je jučer otputovao,} \left\{ \begin{array}{l} \text{mora da stiže} \\ \text{treba da stiže} \\ \text{? valja da stiže} \\ \text{može biti da stiže} \end{array} \right\} \text{večeras.}$$

The scale may be made more tentative by the use of the conditional forms:

$$\text{Ako je jučer otputovao,} \left\{ \begin{array}{l} \text{morao bi stići} \\ \text{trebao bi stići} \\ \text{(trebalo bi da} \\ \text{stigne)} \\ \text{valjalo bi da} \\ \text{stigne} \\ \text{mogao bi stići} \end{array} \right\} \text{večeras.}$$

7.1.13. If we wanted to put together the indicative and the conditional scales the question of whether *morao bi* (which presumably follows *mora* on the scale, the latter form being closer to *certainty*) is closer to certainty than *treba*, etc. would come up, and that would be a difficult one to answer if one put it to a native informant, who may depend in giving his answer both on intuition and a makeshift logic. It is therefore interesting to quote the following test suggested by Anderson (1971) which should be understood as an attempt at making a more objective arrangement on such scales. It serves as "a distributional confirmation" of the degree of certainty expressed by *may* and *must*

$$\text{It may} \left\{ \begin{array}{l} \text{possibly} \\ {}^{\ast}\text{probably} \\ {}^{\ast}\text{surely} \end{array} \right\} \text{happen}$$

$$\text{It must} \left\{ \begin{array}{l} {}^{\ast}\text{possibly} \\ {}^{\ast}\text{probably} \\ \text{surely} \end{array} \right\} \text{happen}$$

My attempt at translating it does not give identical results, but it at least shows the way towards a more objective approach to this problem.

$$\text{Može se} \left\{ \begin{array}{l} \text{moguće (možda)} \\ \text{vjerojatno} \\ {}^{*}\text{sigurno} \end{array} \right\} \text{dogoditi}$$

$$\text{Mora se} \left\{ \begin{array}{l} \text{?moguće (možda)} \\ \text{?vjerojatno} \\ \text{sigurno} \end{array} \right\} \text{dogoditi}$$

7.1.14. Presenting these scales is a very important task in teaching, because it enables the learner to realize how wide is the spectrum of the expression of modality by verbal means. Since the modals on the scale express the degrees of the same concept it is easy for the learner to simplify the spectrum, as it were to collapse it, and choose one modal only as the representative for the whole scale, which limits his potential for more precise modal expression.

SHALL

8.1. Meaning

(1) I shall finish it.
(2) There we shall be free and unknown.
(3) I shall have seen him when I get there.

(4) You shall have it tomorrow.
(5) He shall do it.
(6) You shall have seen him before I leave.

(7) Shall I close the door?[1]

The examples above summarize the uses and meanings of shall. In the examples (1) - (3) we have the predictive shall occurring normally with first person subjects and replaceable by will.

Examples (4) - (6) illustrate the shall expressing promise (or threat) which occurs with second and third person subjects. It is a stylistically marked form which belongs to formal or Biblical language. It is not replaceable by will. The example (7) illustrates shall asking about the desire of the person addressed. It occurs with first person subjects.

A constant translation equivalent of shall in all these uses is the enclitic form of the verb htjeti (i.e. ću, ćeš, etc.) + infinitive, that is the SC future tense:

(1 SC) Ja ću to završiti.
(2 SC) Tamo ćemo biti slobodni i nepoznati.
(3 SC) Vidjet ću ga kad stignem tamo.

(4 SC) Dobit ćeš to sutra (obećajem).
(5 SC) Učinit će on to (kažem ti).

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[1] William Schmalstieg of Penn State University, who has kindly read this article on shall, writes: "This difference between shall and will is purely from grammars. The average American doesn't know anything about it. For colloquial American English shall doesn't exist or if it does exist it is in free variation with will."

(6 SC) *Vidjet ćete* ga prije nego ja otidjem (sigurno).

(7 SC) *Hoću* li *zatvoriti* vrata? Da *zatvorim* vrata?

The SC future tense translates all the patterns although some additional lexical material may be felt necessary to cover the meaning of (4), (5), (6). Example (7) may be translated by *htjeti + infinitive*[1] or by *da + present*.

Time reference

Shall always refers to future time even when followed by the perfect infinitive (cf. (3) and (6)).

Sequence of tenses

If (1) is reported we shall probably have:

He said he *would finish* it.

and not *he should finish it*, because "the choice of *would* or *should* depends on the pronoun rather than on the occurrence of *will* and *shall* in the original utterance" (Palmer 1965, 126).

Shall in temporal and conditional clauses

The predictive *shall* as found in (1), (2), and (3), i.e. when it functions as the future tense signal, is not used in conditional and temporal subordinate clauses:

*If I *shall* come he will go.
*When I *shall* come he will leave.

are not idiomatic English sentences. Simple present is used instead:

If I *come* he will go.
When I *come* he will go.

It is odd that this should represent a teaching problem, because from the contrastive point of view the situation is very similar in corresponding SC constructions:

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[1] **Ću li zatvoriti vrata* is disallowed because enclitic forms in Standard SC cannot occur at the beginning of the sentence in the same way as **'ll I open the door* is disallowed in English.

*Ako ću ja doći, on će ići.
*Kad ću ja doći, on će otići.

are not acceptable sentences in Standard SC though they are used dialectally. Standard SC requires present tense:

Ako dodjem, on će ići.
Kad dodjem, on će otići.

Pedagogical implications

The subtle stylistic effects obtained by the choice between shall and will in the first person should not take too much teaching time as there is little consensus among educated native speakers with regard to this. 'll is an excellent neutral solution in teaching and it is to be recommended except, of course, in inversion.

Compared to other modals shall has a low frequency of occurrence. It occurs e.g. in the Brown corpus 267 times alongside 2244 occurrences of will. Particularly rare is its occurrence with the second and third person pronouns. This statistical fact can help the teacher and the writer of textbooks for orientation. However, such low frequency of occurrence ought not to make for the complete neglect of shall and especially of its function with the second and third person pronouns at higher levels of English language teaching, since it has its place and function in the modal system plus its stylistic effect.

The only contrastive fact to be pointed out is that shall + infinitive need not be translated with SC future tense in questions; it may also be covered by da + present (cf. 7).

It should perhaps be added that shall with second and third person subjects when translated into SC may require additional lexical material apart from the SC future tense /cf. (4), (5), (6)/. This would suggest that there is no full correspondence between this shall and the enclitic forms of the SC verb htjeti that normally translate shall.

Shall with second and third person subjects is used in subordinate clauses of condition (cf. 8):

What shall it profit a man, if he shall gain the whole world and lose his own soul?

The example illustrates well tne kind of style this shall belongs to.

SHOULD

8.2. Meaning

Should can be considered the partner of shall in the English modal system as it fits there like will and would, may and might, etc., but it has many more uses and meanings than shall.

In the following selected patterns we shall illustrate the meanings of should and point to their translation equivalents in SC.

(1) They should ask my permission first.
(2) It is very odd that he should do that.
(3) It was unfortunate he should be ill just then.
(4) Should I see him I'll tell him.
(5) I bought the book so that you should be able to read it.
(6) Who should I see but Bob!
(7) Why should you suspect me?
(8) He'll stay for good, I should think.
(9) He should be there by now.

For the purpose of dealing with the meaning of should the patterns could be divided into 3 groups: (i), (ii), (iii).

(i) Pattern (1) illustrates should in its root meaning expressing obligation. This should is in most cases replaceable by ought (but cf. the comparison between ought to and should). Its most frequent translation equivalent seems to be trebati (less frequently morati) in the indicative and in the conditional:

(1) Oni treba da me najprije pitaju za dozvolu (Oni bi trebali...)

(ii) Patterns (2) through (8) illustrate should, used as a grammatical element, very often as an empty word, which has no regular corresponding form in SC and it may be rendered by the indicative present tense:

(2) Vrlo je čudno da to radi .
(3) Bilo je žalosno da se baš tada razbolio.

This use of should ("putative" should, Quirk et al 173, 11.72) is best explained by the reference to the contents of the preceding superordinate (main) clause.

After expressions with adjectives like it is odd, it is strange, it is lucky, it is surprising, etc. and following verbs expressing emotion or volition in the main clause like: deplore, prefer, regret; command, demand, suggest, etc. should is normally used in the subordinate clause. For practical teaching purposes it may be considered automatic and should be taught with its context.

Its translation equivalents in SC are mainly indicative tenses and thus there is no signal to the SC speaker in his L_1 to use this should. To complicate the issue this should is often replaceable by the present or past tense in English, and the subtle differences of the meanings and stylistic levels of the two constructions are hard to state in simple terms:

It is very odd, that he does it./It is very odd that he should do it.
It was unfortunate that he fell ill just then./It was unfortunate that he should fall ill just then.

It seems natural that the SC speaker will tend to use the patterns with the indicative tenses. Such use is not always incorrect, but it is a loss in precision and in idiomatic expression if the patterns with should are neglected and underused. Quirk et al. suggest that the indicative tenses would imply the preoccupation of the speaker with the fact of illness, and the use of should with the very idea of illness. (Quirk 1973, 11.51, p. 341)

Pattern (5) illustrates a similar use of should in subordinate clauses of purpose, this time after the conjunction so that. In SC translation we can have either the present tense or conditional:

(5) Kupio sam knjigu da je možeš (da bi je mogao) pročitati.

Should is also used after the (literary) conjunction lest:

I hid it lest he should see it.
Skrio sam to da on ne vidi/ne bi vidio.

Replacement of should with the present tense seems to be possible in these cases as well. The possibility of using the conditional in the corresponding type of sentences in SC might signal to the speaker to use should and not only the present tense, but still, special attention to the use of should in contexts of this kind is recommended.

Should in pattern (4) is also replaceable in English with the present tense:

If I see him I'll tell him.

Note that this type of conditional sentence in SC can also have two variants:

(4) Ako bih ga vidio, reći ću mu.
    Ako ga vidim, reći ću mu.

the first being more hypothetical and in this way nearer to the English pattern (4) with should.

Patterns (6) and (7) illustrate further "putative" uses of should which may remain unnoticed as their translation equivalents in SC do not signal to the speaker the necessity to move outside the indicative:

(6) Koga ću ugledati već Boba!
(7) Zašto da sumnjaš na mene?

Pattern (8) illustrates the use of should as a kind of cliché at the beginnings or ends of statements. Its meaning is hypothetical and/or tentative. Corresponding structures in SC have either the present tense or conditional (depending on the verb):

(8) Ostat ću stalno, rekao bih/mislim.

Here belong I shouldn't imagine, I shouldn't say, etc.

(iii) Should in pattern (9) is used in the sense of conclusion, i.e. in the epistemic sense (cf. ought)

(9) On bi trebao biti sada tamo.

Time reference

Should normally refers to the present or future (it is not the past tense of shall!) in main clauses when followed by the present infinitive. It can refer to past time in subordinate clauses when the verb in the main clause is in the past tense (cf. pattern (3)).

Should refers to the past in the main clause when followed by the perfect infinitive. Its translation equivalent in this use is the past tense of the verb trebati or morati:

I should have gone yesterday.
Trebao (morao) sam ići jučer. (Trebalo je da idem jučer.)

The two SC versions may imply the meaning of a non-completed action which is, however, clearly stated by the English pattern. In SC one may say:

{Trebalo je da idem jučer} {pa sam i otišao}
{Trebao sam ići jučer} {ali sam odustao}

which means that both completion and incompletion of the action of the main verb may be implied by the pattern. *Should + perfect infinitive* exclusively suggests that the action of the main verb has not been completed:

*I should have gone yesterday and I did.

As with most modal verbs this pattern may be expected to produce interference problems and therefore should be elaborated for the learner.

Sequence of tenses

Should + pres. infinitive is reported, with the past tense form of the reporting verb, as *should*:

He said I should leave. (You should leave.)
Rekao je da treba (bi trebalo) da otidjem.

(The above sentence also reports *You shall leave* which may be translated in the same way.)

Should + perf. infinitive remains unchanged in reporting:

I said he should have come. (reporting: He should have come)
Rekao sam da je trebalo da dodje (trebao doći).

Pedagogical implications

In the simplified English the learners with SC as their mother tongue use, there is a noticeable tendency to use *must* to express all kinds of obligation. The obligation *should* therefore has to be presented in relation to other modals denoting obligation. We have seen that certain grammatical contexts (cf. patterns (2) to (7) automatically require *should*, and this *should* is also contrastively very important. However, if a non-native speaker wants to write teaching materials for obligation *should* with a view to delimitate it from *ought to* and *must*, he should rely strictly on texts written by native speakers and check the supposed differences with native informants.

8.3. Meaning

Six different meanings of will can be established. These are illustrated by the following sentences:

Futurity

(1) The letters will arrive in a few days.
(1 SC) Pisma će stići za nekoliko dana.

Volition

(2) If he will come tomorrow I'll be happy.
(2 SC) Ako hoće (ako je voljan) doći sutra, bit ću sretan.

(3) Will you come with us this evening?
(3 SC) Hoćete li (želite li) doći s nama večeras?

(4) He won't listen.
(4 SC) Neće da sluša.

Induction

(5) Pigs'll eat anything.
(5 SC) Svinje jedu sve.

Characteristic activity (habit)

(6) She will sit there for hours doing nothing.
(6 SC) Ona će tu sjediti satima ne radeći ništa.

Probability

(7) The French will be having a holiday today.
(7 SC) Bit će da Francuzi imaju danas praznik.

(8) That will be the postman.
(8 SC) To će biti poštar.

Insistence

(9) Your father 'will have his way.
(9 SC) Tvoj otac hoće na svoj način.

In spite of various possibilities for translating e.g. (2), (3), and (5), one could say that the verb htjeti covers all the meanings of will. If the learner identifies htjeti with will he will not be faced with special interference problems from the semantic point of view since htjeti (especially in its enclitic forms ću, ćeš, etc.) suggests other modal meanings apart from signalling future time reference in a way similar to will. Still it should be pointed out to the learner that

(3) is not a straightforward question but an invitation and that a corresponding plain question would be:

Are you coming with us this evening?
(Are you going to come...?)
Ideš li s nama večeras?

Note also the SC construction *bit će* in (7 SC) which best suggests the meaning of probability.

In the sense (1), futurity, *will* is replaceable by *shall* when the subject is in the first person.

Past tense

An important task of the textbook writer will be to make learners aware that the relation between pairs like *will*-*would* (*can*-*could*, *may*-*might*) is not the simple one of present and past, but that this relation is much more complex. A present-past relationship between *will* and *would* does exist (besides other relations); i.e. *would* can refer to the past time in main clauses and then it can be considered the past tense of *will*. Of the 6 meanings of *will* quoted in *Meaning* the following have the past tense expressed by *would*:

Volition

(4) He *won't* listen.
He *wouldn't* listen.
Nije htio da sluša.

Characteristic activity

(6) She *will* sit there for hours doing nothing.
She *would* sit there for hours doing nothing (when she was a child).
Ona bi tamo *sjedila* satima ne radeći ništa.

Probability

(8) That *will* be the postman.
That *would have been* the postman (who called an hour ago).
Bit će da je to *bio* poštar.

Insistence

(9) Your father *'will* have his way.
Your father *'would* have his way.
Tvoj *je* otac *htio* na svoj način.

Would cannot express the past tense of *futurity will* and *in-*

duction will. For the former *were to* is used (e.g. *The letters were to arrive in a few days*), and the latter is not usual with past time reference.

Note that in the sense of probability to express past tense *would* is followed by the *perfect infinitive*. *Would + infinitive* is reserved for the *"tentative"* meaning (see later).

In the sense of *probability* *will + perfect infinitive* may refer to the past:

(7) The French will be having a holiday today.
(7b) The French *will have been having* a holiday yesterday.
(7b SC) *Bit će* da *su* Francuzi jučer *imali* praznik.

Future perfect

The dominant meaning of *will* is the reference to the future, but followed by the perfect infinitive, *will* may refer to the future perfect "a period preceding but going up to a future point in time" (Palmer 1965, 138), e.g.

He *will have answered* the letter by Friday.
Odgovorit će na pismo do petka.

The time reference of this *will* is difficult to grasp for the native speaker of SC who uses in SC the normal future tense in such situations adding sometimes the adverbial *već* to specify the time reference:

Odgovorit će na pismo već u petak.

Sequence of tenses

When introduced by the past tense of the reporting verb, *will* becomes *would* in all its different meanings, e.g.

(1) He said that the letters *would* arrive in a few days.
(1 SC) Rekao je da *će* pisma stići za nekoliko dana.

Except for a minor rearrangement of the word order (enclitic forms *ću*, *ćeš*, etc. now precede the subject of the reported sentence) nothing changes in the SC sentence and the *would* which results from this shifting remains *ću*, *ćeš*, etc.

The interference problem here springs from the fact that this kind of shifting does not exist in SC, and also, apparently, from the learner's identification of *ću*, *ćeš*, etc. with *will*, and *bih*, *bi*, etc. with *would*. The difficulties which arise here are: first, recognizing this *would* as *ću*, *ćeš*, etc. in texts and avoid confusing it with the *would* which signals the conditional, and, second, overcoming the learner's resistance to the English process of shifting verbal forms. Opportunities for mistakes of both types are ample because *would* as shifted *will* is one of the most frequent uses of *would* according to some limited counts available from fiction.

Tentative WOULD

There is a relation between *will* and *would* in which *would* (similar to *might* and *could*) is less positive in statement and more polite in requests:

(8) That will be the postman.
To će biti poštar.

That *would* be the postman.
To *bi bio* poštar. To *bi mogao biti* poštar.

(3) Will you come with us this evening?
Hoćete li (želite li) večeras doći s nama?

Would you come with us this evening?
Da li *biste došli* (željeli doći) s nama?

The relation exists in SC and is expressed by *ću, ćeš, etc. + infinitive* versus *bih, bi + "l" participle* and consequently ought not to represent a teaching problem. As is evident from the examples, there is a comparable semantic relation in SC between the future tense form and the conditional form, and that can help in making learners grasp this gradation of statements and questions with *will* and *would*.

Will in temporal and conditional clauses

Although *will* in the sense of volition (cf. (2)) is found in temporal and conditional clauses, *will* serving as the signal for the future tense (cf. (1)) is not found in this context. The simple present refers to the future in such sentences, e.g. *If he comes tomorrow, he will bring the letter*. It is well known that learners tend to use *will + infinitive* here. To explain this mistake by contrastive interference would be possible only for some dialect speakers (Kajkavians) who when aiming at standard SC use *ću, ćeš + inf.* in SC conditional and temporal clauses, e.g.

*Kad će doći, ja ću mu reći.
*Ako će doći, ja ću mu reći.

The presumption here, of course, would be that they then identify *ću*, *ćeš*, etc. with *will*. For standard SC speakers (Štokavians) this explanation is hardly applicable as *ću*, *ćeš*, etc. as future signals are not used in conditional and temporal clauses in Štokavian, e.g.

Kad dodje, ja ću ga vidjeti.
Ako dodje, ja ću ga vidjeti.

The mistake may be due to the simplified teaching according to which future tense in English is *shall/will + infinitive* without exception.

The only suggestion for teaching one would venture is that *will* should be banned at first from conditional and temporal clauses, and when this has been internalized the specific meaning of *will* in such contexts should be explained and drilled in sentences contrasting the presence and absence of *will*.

"Cliché" patterns with WILL

We have seen that the most frequent translation equivalent of *will* is *ću*, *ćeš*, etc. However, there are rather frequent patterns with *will* one comes across - I call them here clichés - which are as a rule translated by corresponding "cliché" patterns in SC which do not necessarily contain *ću*, *ćeš*, etc.

I'll tell you what I would have said to Hoffa.
Znate što bih ja rekao Hoffi.

Come to the kitchen, *will you*?
Dodji u kuhinju, *molim te*.

That will be all.
To je sve.

I'll be right down.
Evo me odmah.

I'll give you that.
To ti priznajem.

Pedagogical implications

Presenting carefully and gradually the relations between *will* and *would*, eradicating the unnecessary *will* in temporal and conditional clauses, and encouraging the use of unstressed and reduced form *'ll* in most places should be the aim of the textbook writer in his drills and texts.

WOULD

8.4. *Meaning*

We have discussed *would* corresponding to different meanings of *will* in connection with the past tense, sequence of tenses, and tentative use of *will*. The remaining uses which in their meanings are not so directly connected with *will* may be illustrated by the following sentences and their translation equivalents in SC:

(1) They *would come* (if you asked them).
(1 SC) Oni *bi došli* (ako ih pozovete).

(2) They *would have come* (if you had asked them).
(2 SC) Oni *bi (bili) došli* (da ste ih pozvali).

(3) I wish it *would last* forever.
(3 SC) Želio bih da to zauvijek *potraje*.

(4) (Could you tell me where he lives?) *I wouldn't know*.
(4 SC) (Znate li gdje on živi?) *Ne bih znao*.

(5) (He has torn his new trousers). *He would*.
(5 SC) (Poderao je nove hlače). *Hoće on*.

(5b) (He did not understand a thing.) *He wouldn't.*
(5b SC) (Ništa nije razumio.) *Drugo se ne može od njega ni očekivati*.

Sentences (1) and (2) exemplify *would* which expresses the conditional and they will be dealt with in connection with time reference.

Would in (3) is normally used to express a wish (after the verb *wish* or after *if only*...) The SC translation equivalent is an indicative tense not the conditional; interference may lead the learner to use an indicative tense in English in such contexts. This pattern should therefore be carefully drilled. The expression of *wish* is not infrequent in language use even at a lower level of proficiency.

The relation between (4), *I wouldn't know*, and *I don't know* is comparable to the relation between Ne bih znao and Ne znam in SC. The former pattern in both languages is "softened" and more polite.

In (5) an ironic and not infrequent use of would is illustrated. Note that there is an approximate idiomatic equivalent in SC when would in this use is in the affirmative. Negative would in the same meaning requires descriptive translation.

Time reference

Would can refer to present time (or "all time"), to past, and to future. We have discussed some uses of would referring to the past in the section on will.

In sentences (1), (4), (5) would refers to the present (and "all time"), in (3) to the future and in (1) it may also refer to the future.

Sentence (2) refers to past time and implies that the action of the main verb was not fulfilled.

There is a problem which may cause some interference in connection with the use of would as illustrated in (1) and (2). A substitution test on the SC translation equivalent of (2) will show that there is a negligible difference between the SC present and past conditional, i.e. between Oni bi došli and Oni bi bili došli. This may lead the learner to presume that would + infinitive and would + have + past participle can also be freely substituted. This, of course, may cause grave mistakes resulting in misunderstanding of the contents of the sentence. The difference in meaning and time reference of the two constructions should be clarified in appropriate drills and translation exercises.

Sequence of tenses

As a rule would reports would in reported speech when the reporting verb is in the past tense, e.g.

I would go there every day.
Išao bih tamo svaki dan.

He said he would go there every day.
Rekao je da bi išao tamo svaki dan.

We suggest that this fact should be made explicit to the learners at some point as this can cause confusion due to the fact that the learner has been taught to expect some change in reported speech.

Pedagogical implications

The textbook author and the teacher will be well advised in connection with presenting *would*: a. to clarify its use in the conditional meaning when followed by the infinitive and by the perfect infinitive; b. to develop the learner's awareness of certain uses of *would* which are not suggested by any signals in the learner's mother tongue as e.g. in sentence (3).

CAN AND COULD

8.5. Meaning

Can has several meanings which are worthwhile illustrating here, as the form of the past and future tenses of *can* depends on the meaning in which it is used in a particular case. The possibility of substituting *can* for *may* depends on its meaning. Finally, the illustrations should also help to show how far the SC verb *moći* covers the area of *can*.

Ability:
(1) He *can* lift a hundredweight.
(1 SC) On *može* podignuti pedeset kila.

Characteristic:
(2) He *can* tell awful lies.
(2 SC) On (zna pričati) priča grdne laži.

Permission:
(3) He *can* (may) do as he likes.
(3 SC) On *može* (smije) raditi kako hoće.

Possibility:
(4) He *can* (may) be hiding.
(4 SC) Možda se skriva.

Willingness:
(5) *Can* (will) you pass the salt?
(5 SC) *Možete* (hoćete) li mi dodati sol?

Sensation:
(6) I *can* see the moon.
(6 SC) *Vidim* mjesec.

Special attention should be paid to (2) and (6) as the learner has no indication in SC that English requires the verb can there. (6) is an illustration of the use of can with verbs like see, hear, feel (verbs of sensation). Can adds very little or nothing to the meaning of the main verb, but its use is idiomatic.

Note that in the sense of Permission and Possibility (likelihood) (3) and (4) only can may be substituted by may.

Past tense

As we have said, the form of the past tense of the verb can depends on the sense in which it is being used. We must remember, and remind the learner, that could is not the past tense form of can in all its meanings, but that could may have different functions, primarily that of tentativeness (Can you come? - Could you come? / Možete li doći? - Biste li mogli doći?) where past time relation is not implied.

We shall now turn the sentences from (1) through (6) into the past tense where this is possible:

(1p) He could lift a hundredweight (when he was young).
(1pa) He was able to lift a hundredweight (when he was young).
(1 SC) On je mogao podignuti pedeset kilograma (kad je bio mlad).

(2p) He could tell awful lies (in the old days).
(2 SC) Pričao je (znao je pričati) grdne laži (u stara vremena).

(3p) He could do as he liked.
(3 SC) Mogao je raditi kako je htio.

(4p) He can have been hiding (yesterday).
(4 SC) Možda se jučer skrivao (Može biti da se skrivao. Mogao se skrivati.)

(5p) Could you have passed the salt (when she asked you to)?
(5 SC) Jeste li mogli dodati sol (kad je ona to tražila)?

(6p) I could see the moon.
(6 SC) Vidio sam mjesec.

Some of the sentences listed above would rarely occur in the past tense, e.g. (3p). If sentence (5) is turned into the past tense, can loses its meaning of Willingness and denotes Ability.

Note the past tense of *can* in the sense of Possibility (likelihood) (4p). The examples also show that *was able*, which is sometimes presented as a synonym of *could*, may be so considered only in the sense of Ability (1pa). Substituting *was able* for *could*, e.g. in (6p), would change the meaning of the statement. (On *was able to* and *could* see p. 44).

On the SC side there are three sentences which normally do not require *moći*, the most frequent translation equivalent of *can*, which signals that the learner may tend not to use *can* in those contexts, or find himself at a loss as to what verbal form to use. *Znati* in (2 SC) may lead him to use, quite wrongly, the verb *to know* (*He knew to tell...), and it may take time before he begins to feel the need of putting *can* in front of the verbs of sensation (6p). The last is, of course, a refinement, but by providing the learner early with the right kind of patterns containing this combination his feeling for the construction may be developed.

Sequence of tenses

With a past tense verb of reporting *could* is used instead of *can*, e.g.:

He said he *could* drive fast (I can drive fast)
Rekao je da *može* brzo voziti (Mogu brzo voziti)

Some difficulties in understanding the time relation of the statement as well as in following the sequence of tenses rule may be expected here as a result of contrastive interference.

Future tense

Although *can* may refer to future time and may collocate with future time adverbials, in some of its meanings it is not used with future reference. Thus (1) used with future reference must be expressed with *be able* and not with *can*.

(7) He *will be able* to lift a hundredweight tomorrow.
(7 SC) On *će moći* podignuti pedeset kilograma sutra.

SC translation requires the future tense of *moći* here. In the meaning Characteristic (2) *can* is not used with future reference. If it were used with future time adverbs it would imply Possibility (cf.(2)).

Pedagogical implications

Can as used in (2), (4), and (6), the tentative and past time use of could, the limitations of the use of be able as a synonym of can, and the possibilities of replacing can by may ought to be found among the exercises connected with this modal verb. As always with the modals, the meaning of the construction could + perfect infinitive (past time reference and non-fulfilment) should be clarified.

MAY AND MIGHT

8.6. Meaning

Two main meanings of may can be established:

1. Permission (root meaning)

(1) You may go.
(1 SC) Smiješ ići. (Možeš ići)

2. Possibility (epistemic meaning)

(2) He may come tomorrow.
(2 SC) Možda će doći (možda dolazi) sutra. (Može doći sutra.)

The two meanings have two different translations in SC. Permission may is translated by smjeti and Possibility may by možda plus the main verb in any tense which is required. It shouldn't be overlooked, however, that the SC verb moći may cover both meanings of may (cf. (1), (1SC), (2), (2SC)), but smjeti covers only Permission may.

There are some problems in the use of may with regard to the two main meanings which might be difficult for a foreign learner to grasp and require special attention. May in the sense of Possibility is not used in questions because then it implies the meaning of Permission:

(3) May he come tomorrow?

means:

(3 SC) Smije li doći sutra?

In order to express Possibility might or can is used in questions:

(4) Might (can) he come tomorrow?
(4 SC) Da li bi mogao doći sutra? (Može li se dogoditi da dodje sutra?)

If the meaning of (3) is expressed with smjeti in SC it is unambiguous in the sense of Permission, but if moći is used, both (3SC) and (4SC) remain ambiguous, i.e. they have both the meanings of possibility and permission, which may be the source of the contrastive clash.

The replacement of may by might (to modify the meaning in the sense of "tentativeness" or politeness) is also restricted by the two main meanings of may. Thus Permission may (1) cannot be replaced by might because it would be interpreted as Possibility:

(5) You might go.
(5 SC) Mogao bi ići.

When may denotes Possibility it can always be replaced by might. Cf. (2) with:

(6) He might come tomorrow.
(6 SC) Mogao bi doći sutra. (Možda će doći sutra).

N.B. May may be replaced by can in both senses.

Time reference

May (and might) in both meanings refer to the present or future. Note that might in main clauses (i.e. when sequence of tense rules are not applicable) is not normally the past tense of may. Mistakes could be normally expected here as the result of the analogy with the English regular verbs like walk-walked, with some modals like can, could, will, would, and for contrastive reasons: smijem-smio sam, mogu-mogao sam.

Sequence of tenses

With the past tense verb of reporting may is shifted and becomes might, and might remains unchanged.

(7) I may go.
(7st) He said he might go.

Past tense

The forms to express the past tense depend on the two meanings of may.

Permission may can express the past tense only by a paraphrase. Compare (1) with:

(8) He permitted him to go.

In the sense of Possibility the past tense is expressed by may (might) combined with the perfect infinitive:

(9) He may (might) have come last week.
Možda je došao prošlog tjedna. (Mogao je doći prošlog tjedna.)

Note that might + perfect infinitive may or may not express unfulfilled action (as distinguished from such constructions with other modals: should, would, etc. which always do so.)

(10) You might have noticed.
(10 SC) Možda ste primijetili.

(11) I might have won the prize if I had worked harder.
(11 SC) Mogao sam dobiti nagradu da sam više radio.

This point is worth presenting as it would take time for the advanced learner to come to this conclusion.

May and Might in Subordinate Clauses

There are some uses of may and might which because of their relatively low frequency, but also for contrastive reasons, may go unnoticed by the learner.

In clauses of intention:
(12) Tell him so that he may know before anybody else.
(12 SC) Kaži mu da sazna (da bi saznao) prije drugih.

(13) I gave him the book that he might have something to read on the journey.
(13 SC) Dao sam mu knjigu da ima (bi imao) što čitati na putu.

In clauses of concession:
(14) However just his appeal may be, it will be disregarded.
(14 SC) Ma koliko opravdana bila njegova molba, neće se uzeti u obzir.

The contrastive interference mentioned above could be expected because these sentences may normally contain the indicative in

SC which does not signal the use of modals to the learner. (However, see (13) and (14) with the conditional version.)

Contracted Form of May with the Negative Particle

As distinguished from most modal verbs may is rarely found in the negative as mayn't. On the other hand certain native speakers can see a contrast between the contracted and non-contracted forms, e.g.

(15) He may not go.
(15 SC) Možda neće ići.

(16) He mayn't go.
(16 SC) Ne smije ići.

Pedagogical implications

Learners use can to cover many uses of may and might. The reason may be that can is semantically the most general of the three, and it is most naturally identified with moći. A similar tendency, i.e. generalizing the use of can, exists among native speakers of English in spite of the efforts to the contrary by prescriptive teaching. (Schoolroom witticisms like: "Can I borrow your pen?" "You can, but you may not." sprang up from such efforts.) The textbook writer ought to be aware of both problems.

MUST

8.7. Meaning

Must is regularly translated by the SC verb morati. Their high degree of semantic correspondence is evident in the fact that both morati and must have two principal meanings: (i) obligation, (ii) conclusion, also known under the label of root and epistemic meanings

(i) He must do as I say.
Mora učiniti kako ja kažem.

(ii) There must be a hundred people there.
Mora (biti) da tamo ima sto ljudi.

It is very important to be aware of the two meanings of must because the patterning of the two homonyms is different. Note that obligation must is rendered into SC by the verb morati with full conjugation followed by the infinitive. The conclusion must, although it may be rendered as above, is most frequently found in the impersonal form mora followed by da-clause.

Past time reference

The two homonyms of must have different means to refer to the past time in main clauses, namely, had to for obligation and must + have + past participle for conclusion:

I had to work hard last year.
Morao sam mnogo raditi prošle godine.

You must have worked very hard last year.
Mora (biti) da ste mnogo radili prošle godine.

There is a parallelism between the two languages in marking the past time. In the obligation sense it is the "modal" that is marked and in the conclusion sense it is the following (main) verb:

have worked - (da)ste (mnogo) radili

Sequence of tenses

(i) Must has no pair like can-could, may-might, etc., and in a subordinate clause introduced by a verb in the past tense one of two things may happen to the obligational must. Either the "obligation" must remains unshifted (which may be interpreted in terms of continuing validity, i.e. that the reported statement still holds):

We must keep together → He said we must keep together.
Moramo se držati zajedno→Kazao je da se moramo držati zajedno.

or the form had to is introduced (and it emphasizes the past time reference which is suited to contexts where presumably continued validity is not stressed):

We must keep together → He said we had to keep together.
Moramo se držati zajedno →Kazao je da se moramo držati zajedno.

Notice that the SC verb tenses in both examples remain unchanged.

(ii) The *conclusion must* is shifted in a special way, namely, by making use of the *perfect infinitive* instead of the *present infinitive* (if the reported situation belongs clearly to the past):

a) He said there must have been a hundred people there.

However, there is no shifting if the reported situation still obtains:

b) He said there must be a hundred people there.

The two sentences would be rendered in SC:

a) Rekao je da je tamo moralo biti sto ljudi.
b) Rekao je da tamo mora biti sto ljudi.

Since shifting of tenses is not found in SC, the tenses in the subordinate clause vary according to actual time relations. However, it is worth noting that the time marking of this verb may be on the verb *morati* itself as above or on the main verb, the second possibility being less ambiguous, e.g. Rekao je da mora da je tamo bilo sto ljudi. The latter sentence may have epistemic reading only.

Future time reference

(i) *Must + present infinitive* refers to the future only in the sense of obligation:

He must come tomorrow.
Mora doći sutra.

In the sense of conclusion *must + present infinitive* is not normally used with future reference. It is when *must* is followed by the progressive that the dominant interpretation will be that of conclusion and the *must* can refer to future time:

He must be coming tomorrow.
Mora da će sutra doći. (Mora da sutra dolazi).

(ii) A comparable difference in the interpretation of *morati* in SC also seems to be due to the difference in the construction of this verb. When used in a "single clause" construction with future reference, *morati* is normally interpreted in the sense of obligation:

On mora doći sutra.

whereas in the construction in which *morati* occurs in the impersonal form *mora* and the main verb appears in the "da-clause":

Mora (biti) da sutra dolazi.

morati is primarily interpreted in the sense of conclusion.[1]

A comparative approach of this kind may be of some help to the advanced learner.

(iii) As the reader will have seen, in all the examples quoted we have had in view "dominant" interpretations. This is because it is hard to find totally non-ambiguous sentences with must and morati in written language. In speech the stress, intonation and verbal context normally contribute to their proper interpretation.

Negation

Here again it is useful to keep the two principal meanings of must separated, i.e. conclusion must and obligation must, i.e. epistemic and root interpretation.

(i) Obligation must

He mustn't go.
Ne smije ići.

Cars must not be parked in front of the entrance.
Kola se ne smiju parkirati pred ulazom.

The English examples and their SC translations show that must cannot be translated by morati when obligation must is followed by the negation. The negation not doesn't make must itself negative but the following full verb (He must - not go. Mora - ne ići.). Thus must + negative + full verb expresses the obligation not to perform the action of the full verb. This meaning is expressed in SC by the negative of the verb smjeti = to be permitted (English: obligation not to perform = SC: lack of permission to perform).[2] Note that the negation of the SC verb morati makes its principal meaning, that of obligation, negative; i.e. the negative element belongs to the verb morati itself and not exclusively to the following full verb as it does with must. But note also the English translation equivalents:

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[1] In the Eastern variant a similar distinction can be made between the impersonal and personal form of morati followed by a "da-clause", the former requiring epistemic and the latter root interpretation : Ti mora da mnogo radiš / Ti moraš da mnogo radiš.

[2] See 5.2.6.

On mora ići.
He must go.

On ne mora ići.
He need not go. (He doesn't have to go.)

The English examples illustrate that in order to express the absence of obligation, the semantic negative of *must*: *need not* and *do not have to*, are normally used.

(English: Absence of necessity = SC Absence of obligation
to perform to perform)
need + not ne + morati

(ii) Conclusion must

Examine the following examples and their translation equivalents:

There must be a hundred people there.
Mora biti sto ljudi tamo. Mora da tamo ima sto ljudi.

There mustn't be a hundred people there.
Ne smije biti sto ljudi tamo.

The first example is, of course, ambiguous both in English and in SC, but what is important here is that it may readily be interpreted as containing conclusion *must*, while the second example cannot have such an interpretation. The second example with *must* in the negative can only be interpreted as prohibition and it is so translated. This means that in order to express the negative of that conclusion, other means have to be made use of. This seems to be the rule in English usage. In SC *mora da + negative* may be used, but there is a possibility of using other means like *ne može*, *ne će*, etc

There can't be a hundred people there.
Ne može biti sto ljudi tamo. Mora da nema tamo sto ljudi.
Neće biti tamo sto ljudi.

As is evident, in order to express the negative of conclusion *must*, the negative of the verb *can* is used. Since suppletion of the verb *morati* in this context is not obligatory in SC, contrastive problems may be envisaged here.

Negation and Learning Problems

The negation of *must* may reasonably be expected to present a learning problem. It is not only a lexicogrammatical contrastive problem but also, for a foreign learner, an unexpected inconsistency of the English verbal system.

The textbook writer will certainly need to introduce a certain number of translation exercises with patterns containing the affirmative and negative obligation must in order to develop the feeling for the semantic difference between the two forms. It is a good thing to devise "self-explanatory" English examples containing must, mustn't, needn't, do not have to, etc.

Difficulties may also be expected with the negation of conclusion must.

Ambiguous sentences with must

(i) We have found it useful to keep the two principal meanings of must apart in our presentation of this modal. By now it will have become clear that many sentences containing must are ambiguous in the sense that they may be interpreted as both obligation and conclusion when taken out of the wider context. This is also true of corresponding sentences in SC. However, either owing to the wider context or to certain signals within the sentence this will probably not represent a teaching problem. The sentence:

I must be dreaming.
Mora biti da sanjam.

will be normally interpreted only as conclusion "in view of the unusual nature of the demand that one be dreaming". On the contrary:

He must go.
On mora ići.

will be readily interpreted as obligation.

However, the progressive and simple forms in the above sentences contribute to the epistemic and root interpretation respectively.

The ambiguity seems to be resolved best in SC by the use of the construction mora (biti) da, e.g.:

On mora raditi.
Oni mora (biti) da rade.
Mora (biti) da oni rade.

where only the first example is ambiguous.

(ii) It may be of some use to the teacher to know that according to some statistics based on the material in the "Zagreb corpus"

83.5% of the examples of the modal *must* are used in the sense of obligation and only 16.5 per cent in the sense of conclusion.[1] We have given a certain amount of importance to the two different meanings as we feel that the textbook writer should be well aware of them. His duty will be to grade the problem appropriately.

(iii) *Must* seems to be used too frequently by the learners of SC language background at the expense of *have to*, *should*, and *ought to*. It may be useful to introduce *have to* and *should* before *must* in elementary courses.

(iv) *Morati* has been used as the most appropriate translation equivalent of *must*. This has also been confirmed by some limited statistical surveys at our disposal. It is needless to say that in some cases *trebati* may replace *morati*, expecially when a more tentative meaning of obligation is indicated.

HAVE TO

8.8. *Have to* occurs most frequently as a full verb with regard to its negation and its interrogative form (which both require the auxiliary *do*), its past tense which may actually refer to past time, and its combination with other modals.

48268[2] *Don't you have to* spend any time on your ranch?
32428 In the analytical phase of their cubism, Braque and Picasso *had* not only *had to* minimize three-dimensionality in order to preserve it...

In its "defective" form (e.g. I haven't to go) *have to* occurs very seldom.

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[1] Cf. Vesna Tadić: Engleski modalni glagoli May, Might, Can, Could, Must, Need i njihovi prijevodni ekvivalenti u hrvatskosrpskom. Unpublished dissertation for the M.A. degree, University of Zagreb.

[2] The figures refer to the examples in the "Zagreb Corpus". This is an abbreviated version of the Corpus of Present-day English collected and edited at Brown University, Providence, Rhode Island by H. Kučera and W.N. Francis.

Formally, then, *have to* cannot be classified as a modal, but semantically a survey of the modals without it would be incomplete. Statistically, according to the data in the "Zagreb Corpus", it occurs (somewhat) less frequently than the partly synonymous *must* (347:486).

Meaning

Have to shows root meaning of obligation and epistemic meaning of logical conclusion, the latter occurring rather rarely,e.g.

> There has to be some mistake there.
> Treba da je tu neka pogreška.

Although the difference in denoting obligation between *must* and *have to* is sometimes very subtle, linguists emphasize the (alleged) native speaker's feeling that with *must* the obligation is imposed by the speaker and with *have to* the authority of the speaker is not involved and it is felt to be an obligation imposed by general circumstances. As a matter of fact, one comes across plenty of evidence for the above view in written sources, although counterexamples may also be found. The supporting evidence can be found in the following examples:

29452 *He has to* cope with frustration and other emotional disturbance and anomie.
18170 All Southerners agree that slavery *had to go*.
30493 His formula will have to be weighed...
47732 Something had to be done about the furnace...

While *have to* in the sentence 18170 would suggest that the Southerners agreed that there was no other option, *must* in the same context would presumably suggest that they so decided. The sentence 29452 would suggest that coping with frustration has not been imposed by the speaker nor has the subject endorsed it, but circumstances make him behave as he does.

There is a possibility to interpret *must* as corresponding to *morati* and *have to* to *trebati* in SC, but the correspondence is hard to establish precisely. When comparing the translations in the "Zagreb Corpus", *morati* translates most frequently both *must* and *have to* into SC, and thus does not corroborate that presumed correspondence.

Still, many speakers would agree that *must* and *morati*, if carrying clearly the obligation and compulsion components (because the obligation can sometimes be only vaguely felt as in the sentence

"You must come and have a meal with us", "Morate jednom doći na večeru"), denote a stronger obligation, with speaker's involvement implied, than have to and trebati do denoting obligation without the involvement of the speaker. In the following examples the speaker and the subject of the sentence coincide. They should illustrate the mentioned correspondence.

I have to believe it. (I have no choice.)
Treba da to vjerujem (nemam druge).

I must believe it (I want to).
Moram to vjerovati (i hoću).

Past time reference

If the mentioned distinction between must and have to holds then there is the problem of the past tense as had to may function as the past tense of both must and have to. The logical presumption would be that the meanings of must and have to either merge or that the context may solve from case to case whether the speaker's involvement or general circumstances impose the obligation. An illustration of this problem may be found in the following example:

24757 The English lady said she had to go to Vienna for a while.
Gospodja iz Engleske je rekla da mora malo otići u Beč.

Future time reference

Future reference may be expressed by the present simple, the shall-will future or going to-future:

His formula has to be weighed...at the next session.
His formula will have to be weighed...

42632 Well, it has to happen.
Pa, i to mora da se desi.

40434 You are going to have to go to the police and explain what happened.
Morat ćeš ići na policiju i objasniti što se dogodilo.

Have got to

Have got to is a frequent variant of have to (stylistically marked as colloquial and dialectally mostly British). It corresponds in its meanings to have to. Grammatically it lacks the non-finite forms, the infinitive and the participles:

We shall have to see him.
*We shall have got to see him.

Pedagogical implications

The above suggestions on the differences between have to and must should serve as a kind of orientation in paying more attention to the former as there persists an impression that must is overused by the learner whose mother tongue is SC. And that constitutes an indirect contrastive or general foreign language learning problem, which is manifested by the simplification of the means of expressing certain close but not identical meanings.

OUGHT TO

8.9. Meaning

Ought to has the root meaning of obligation and the epistemic meaning of logical conclusion. In both the meanings it is nearly synonymous with should and close to must and have to, but it carries some semantic features of its own. As distinguished from must and have to it implies that the obligation is not necessarily expected to be fulfilled. A pair of examples like the following (Palmer 1974, p.121) should illustrate the distinction:

He ought to do it, but he won't.
*He must do it, but he won't.

The translation equivalent of ought to in SC is most frequently the conditional (potential) of the verb morati or trebati. There is no single separate verb in SC felt as the equivalent of ought to, but the difference in meaning between the indicative of morati and its conditional form seems to cover approximately the difference between must and ought to. The above pair of English sentences in SC translation would go as follows:

Morao bi to učiniti, ali neće. (= ought to)
? Mora to učiniti, ali neće. (= must)

Ought to is especially rare in the negative and interrogative form where speakers tend to substitute it with should. Ought to seems to be associated with formal style. (Greenbaum 1968, Svartvik and Wright 1977).

In the meaning of logical conclusion ought to suggests less certainty than must and this is true of their SC equivalent:

He ought to know about it (but does he?)
He must know about it (*but does he?)

Morao bi o tome znati (ali zna li?)
Mora da o tome zna (*ali zna li?)

Future time reference

Ought to refers both to the present and to the future:

He ought to go to shool $\left\{\begin{matrix}\text{now}\\ \text{tomorrow}\end{matrix}\right\}$

This is also true of the conditional of the verb morati in SC:

Morao bi ići u školu $\left\{\begin{matrix}\text{sada}\\ \text{sutra}\end{matrix}\right\}$

Past time reference

Ought to refers to the past (in both root and epistemic meaning) when followed by the perfect infinitive:

He ought to have paid the bills last year.

If the above sentence is interpreted in the obligation sense, the SC equivalent would be the past tense of morati (or trebati) plus the infinitive, or the impersonal form of trebati in the past plus the "da clause" in the present:

Morao je (trebao je) platiti račune prošle godine.
Trebalo je da plati račune prošle godine.

The implication of non-fulfilment of the action denoted by the main verb is not un-ambiguous, but possible in both E and SC:

He ought to have paid the bills last year (but he may not have done it).

Morao je platiti račune prošle godine (ali je pitanje je li ih platio).

In the logical conclusion sense the unambiguous equivalent would be the impersonal form of morati plus "da clause" with past tense:

Mora da je platio račune prošle godine.

However, it implies a higher degree of certainty than ought to. Another semantically more appropriate rendering would be one in which the modal appears in a clause of its own preceding "da-clause":

Moralo bi biti da je platio račune.

The rendering with the past tense of morati, as in the above obligation example, is also possible:

Morao je platiti račune prošle godine.

It is ambiguous, but when interpreted in the epistemic sense it tones down the degree of certainty of the present tense form mora. Intralingually and contrastively the past tense expressed by the perfect infinitive of the main verb presents a teaching problem and it should be given adequate attention.

Sequence of tenses

In reported speech, with the past tense verb in the superordinate clause, ought to remains unshifted:

You ought to go.
He said you ought to go.
Kazao je da bi trebalo da ideš (trebao ići).

You ought to have gone.
He said you ought to have gone.
Kazao je da si trebao otići.

Note that ought to reports ought to, and ought to + have + past participle reports ought to + have + past participle.

Negation

The same as should and must, ought to does not enter within the scope of negation and not makes the full verb negative. This means, according to the pattern of the negation of modals in English, that a suppletion has to be made when semantic opposite is required, and in order to negate the modal, a modal that can fall within the scope of negation has to be supplied. This is how it works. Note that no suppletion is required in SC (except that the conditional becomes the indicative) which means that the problem may cause contrastive clashes.

He ought to buy a new coat.
(= obligation not necessarily to be fulfilled)
Morao bi kupiti novi kaput.
Trebalo bi da kupi novi kaput.

He ought not to buy a new coat.
(obligation not to buy)
Ne bi morao kupiti novi kaput.
Ne bi trebalo da kupi novi kaput.

He needn't buy a new coat.
(no obligation to buy)
Ne mora kupiti (da kupi) novi kaput.
Ne treba kupiti (da kupi) novi kaput.

Some special morpho-syntactic features

Ought to appears sometimes without to, especially in interrogative and negative structures of American English:

You oughtn't smoke so much.
Ought you smoke so much?

(Greenbaum 1974, 247 ff.)

The tendency exists in British English as well apparently in the echo use of ought to:

> What matters now is not whether Mr. Kennedy has written a good book (...), but whether Patrick Meehan ought to be in prison. I think that he ought not.[1]

> But there ought to be the liberty to strike... I am sure there ought.[2]

Pedagogical implications

Ought to is marginal in the modal system by its form (ought to), but there are other features which give it a special place: its infrequency of occurrence, especially in the negative and interrogative constructions where it is often substituted by should, its negative form which signals obligation and not the lack of it, its past time form, its stylistic constraints, all of which the teacher and textbook writer should take into consideration. From the contrastive point of view there is no verb in SC which would intuitively correspond to ought to in the way morati is felt to correspond to must. Is should therefore be carefully introduced in appropriate context, and later, at advanced level, its precise meaning in both the root and epistemic sense may be pointed out.

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[1] (B.Levin in The Observer, 11. Jan. 1976, p. 21)

[2] (The Observer, 19. May 1974, p.4)

AM, ARE, IS + TO ("be to")

8.10. There are semantic and formal reasons to treat the finite forms of the verb be followed by to together with the modals.

The grammarians who label this use of the verb "to be to" (and treat it sometimes with to have to) tend to oversee the fact that be to is never used in non-finite form (as distinguished from have to), and that the use of the finite forms of the verb to be followed by to is in this respect identical to the use of the modals which also have no non-finite form, cannot co-occur with other modals and cannot be marked for perfect and progressive aspect. Thus the following constructions are not grammatical:

*He will be to take care of the children
*He is being to take care of the children
*He has been to take care of the children

The forms of to be followed by to occur in this sense in the present and the past:

He is to take care of the children.
He was to take care of the children.

Meaning

There is a scale of meanings of am, are, is to from a) futurity as a result of agreement or previous arrangement to b) obligation imposed by the authority of the speaker or reported by the speaker.

a) They are to be married next week.
Vjenčat će se idući tjedan.

b) This letter is to be delivered at six o'clock.
Ovo pismo treba dostaviti u 6.
Ovo se pismo ima dostaviti u 6.

47699 ... and Chris said you were to be careful about that.
... a Chris kaže da se moraš toga čuvati.

The expression of obligation not to act is also common with this verb:

37090 She was told by the man servant ... that his lordship ... was not to be disturbed.
Sluga joj reče ... da se njegovo gospodstvo ... ne smije uznemirivati.

19575 Mimesis here is not to be confused with literalism or realism in the conventional sense.
Ovdje mimezu ne smijemo pomiješati s literalizmom i realizmom u konvencionalnom smislu.

This verb in all the examples quoted has as its equivalents some SC verb expressing obligation which we consider to be modal equivalents. The first example referring to future has as its equivalent the SC future tense.

Pedagogical implications

Am, are, is to in the obligation sense seems to be underused by SC speaking learners, partly through the lack of a statistically frequent single verb equivalent in SC. The SC verbs which are frequent equivalents of this verb are (according to Zagreb Corpus): trebati, ima da, morati, smjeti, moći, and a number of constructions where the verb is not directly rendered.[1]

There is a special modal meaning of am, are, is to found frequently in if clauses and often rendered by htjeti or željeti (want, desire, wish, approx.) e.g.

24524 That time is now past and the Atlantic nations if they are to survive must develop a full-fledged community.
To vrijeme je prošlo i atlantski narodi, ako hoće da prežive, moraju formirati pravu zajednicu.

Presumably none of the SC equivalents of am, are, is, to quoted above would trigger off exactly this verb in a back-translation.

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[1] Jadranka Valentić: "The English quasi-modal be to and have to and their equivalents in SC". An unpublished M.A. thesis presented to the University of Zagreb 1979.

Even an advanced SC speaking learner of English would probably find it easier to recall must, or want etc. It is for this reason that this special modal is worth some extra attention both with regards to its meanings and the syntactic frames in which it occurs.

NEED

8.11. Meaning

There is a full verb need which is a transitive[1] verb with normal full verb patterning, e.g.:

(1) Tom needs a new coat. Tom doesn't need a new coat.
(1 SC) Tom treba novi kaput. Tomu ne treba novi kaput.

The modal verb need (that we are interested in here) regularly followed by another verb, varies in its patterning so that it may have all the forms of the full verb or only the defective forms of a modal auxiliary verb. Need as a modal verb is rarely found in the affirmative (assertive) structure, must and have to being preferred. It is, however, frequent in the interrogative and negative contexts.

(2) Need he work so late?
(2 SC) Treba li da radi (raditi) u tako kasne sate?

(3) He needn't work so late.
(3 SC) Ne treba da radi (raditi) do u tako kasne sate.
Ne mora raditi do u tako kasne sate.

The SC translation equivalent of need is trebati, but morati is also its correspondent, especially in the negative. Trebati can also be either a full and transitive verb or it can function as a kind of modal in which case it sometimes shows the lack of personal endings and is used in the impersonal form:

Ne treba da žuriš.

As distinguished from both trebati and morati, need can hardly get an epistemic (logical conclusion) reading except in the negative:

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[1] Transitive means here accepting noun objects.

He needn't be there.
On ne treba biti tamo. {možda je negdje drugdje}
Ne treba da je tamo.

Past tense

Modal need refers to the past time by the combination of need and perfect infinitive. Note the difference in meaning between the full verb and the modal verb pattern:

(4) They didn't need to stay.
(5) They needn't have stayed.
(4,5 SC) Nije trebalo da ostanu.

The SC translation is adequate only for (4). The English example (5) implies that they did stay, but that it was unnecessary and thus the addition ali su ostali or some other indication in the wider context is required if we look for precise equivalence in SC.

Future time

Need may refer to the future and may collocate with future time adverbials, e.g.

(6) They needn't stay tomorrow.

But when need patterns as a full verb future reference may be expressed with will:

(7) They will need to stay.

Sequence of tenses

(7) He needn't go. { (8) He said he needn't go. (9) He said he didn't need to go } Rekao je da ne treba da ide (ići).

Both forms are possible in reported speech with the past tense introductory verb.

Pedagogical implications

There are indications that the learner by identifying need with trebati may tend to overuse the modal need in affirmative statements and he ought to be led to become aware of have to, must, should and ought to in expressing the scale of necessity and obligation.

It is very important to relate needn't to must and make it clear that needn't is its semantic negative. L_1 makes it difficult to internalize this point.

The difference between (4) and (5) ought to be clearly pointed out.

DARE

8.12. Meaning

There is a full transitive verb dare which could be paraphrased as challenge and it displays a full verb patterning, e.g.

(1) I dare you to dive from here.
(1 SC) Skoči odavde ako se ne bojiš. Izazivam te da skočiš odavde.

There is no precise equivalent for this dare in SC.

Here we are interested in the modal dare which may have the patterning of a. full verb, b. a modal auxiliary, c. a special "hybrid" patterning containing features of both.

(2) He doesn't dare to go.
(2 SC) Ne usudjuje se ići.

(3) Dare you do it?
(3 SC) Usudjuješ li se to učiniti?

(4) You dare not do it.
(4 SC) Ne usudjuješ se (ne bi se usudio) to učiniti.

(5) Do you dare (to) eat this?
(5 SC) Usudjuješ li se to jesti?

The nearest translation equivalent in SC is usuditi se, but smjeti is also possible particularly in the Eastern variant of SC, of course, in the sense of have the courage to (not in the sense be allowed to).

Past tense

(6) I daren't come yesterday.[1]

(7) I didn't dare (to) come yesterday.
(6,7SC) Nisam se usudio doći jučer.

(8) I daren't have asked him when we met.
(8 SC) Nisam ga se usudio pitati kad smo se sreli.
(Ne bih ga se usudio pitati)[2]

These are three possibilities for forming the past tense. A difference in meaning exists between (7) and (8) since (8) implies that the action of the main verb was not completed. The SC verbal translation does not make this point clear and would normally require further indication to that effect. Example (6) is rare and belongs to Brit. English.

Sequence of tenses

(9) He said he daren't go.
(10) He said he didn't dare (to) go.
(9,10SC) Rekao je da se ne usudjuje ići.

Dare may remain unchanged after the reporting verb in the past tense or it may behave as a full verb following the normal sequence of tenses rules.

Future tense

Dare may collocate with future time adverbials and may refer to the future:

(11) I daren't ask him about that tomorrow.
(11 SC) Neću se usuditi pitati ga o tome sutra.

Two frequent uses of dare

(12) I dare say you are right. (British E.)
(12 SC) Vjerojatno imaš pravo. Rekao bih da imaš pravo.

(13) Don't you dare (go)!

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[1] My American informants reject this possibility.

[2] "Similarly the past form daren't have differs from didn't dare in being closer to Wouldn't have dared". (F.R.Palmer, 1979, p. 89).

(13 SC) Da se nisi usudio (ići)!

Special attention to dare will be normally given only at an advanced level of learners' proficiency. This is an extremely infrequent verb, very often hard to translate into SC or even paraphrase in English, and it may be expected that its lexical meaning may cause some difficulty. Add to this its involved patterning, the problem of its adequate presentation, and the reasons why it is a difficult teaching item will become clear. Some research (hampered by its infrequency, thus e.g. the Brown corpus has only 53 occurrences of dare as full and modal verb) on the distribution of its various forms has been done, but the results offer very little that could help the practical teaching. The learner will probably treat dare as a full verb and at the beginning level the teacher will simply have to tolerate this. Later he may introduce the auxiliary modal patterns.

USED TO

8.13. Meaning

Used to is sometimes considered to be a modal on account of its forms. It has a single non-finite form, and it sometimes has the negative and interrogative form without do.

Used to combined with the infinitive (and pronounced 'ju:stə) denotes a continued or repeated action in the past. The most adequate translation equivalent of this verb plus the infinitive is the SC perfekt of imperfective verbs.

(1) He used to play football before his marriage.
(1 SC) On je igrao nogomet prije braka.

The fact that in the SC equivalent construction there is no special lexical element to cover used to may be one of the reasons why this verb, properly used, settles rather late with the learner.

(2 SC) Znao je igrati nogomet prije braka.

Znati in a special temporal sense may sometimes translate used to.

Time reference

Used to has this single form and refers only to the past. By analogy learners may tend to produce sentences like:

*(2) I use to play football every day.

wanting thus to emphasize the repeated action in the present. Besides analogy, encouragement to produce such non-grammatical sentences may come from the full verb *use* (pronounced ju:z; past tense ju:zd) and from the construction *to be used* ju:st (I am used to eating a big breakfast in the morning.) This ought to be a warning for the teacher or textbook writer to pay adequate attention to the three constructions sharing the root *use*.

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Mirjana Vilke

Pedagogical Material

TEACHING MODAL VERBS IN SERBO-CROATIAN SPEAKING AREA

1.0.0. Because of their semantic potential, modal verbs are as indispensable to the TEFL process as they are to any genuine communication in English - oral or written. Consequently, a systematic treatment of modal verbs should be incorporated into the teaching process from near the beginning to a very advanced stage.

A serious problem to be solved at the very beginning is organizing the stages of the teaching so that first things come first; that is, that the most frequent usages are covered first and that at the same time the learners' intellectual capacities are optimally used. Here we have in mind primarily the needs of the learners in the schools of this country, who start studying foreign languages at the age of 9 and continue up to the age of 18.

When ten or more years ago we in the YSCECP started to work on the systematic application of CA of E and SC to the teaching of English in the SC speaking area, a scheme for writing "Pedagogical Materials" was adopted, based on the following approach to teaching techniques: A particular grammatical category was divided into 5 stages covering the teaching process from the beginning to an advanced stage.

The first three stages covered learners from 9 to 14 years and they followed a habit-forming approach to teaching, whereas the fourth and the fifth stages, dealing with postpuberty learners, were based on a kind of cognitive approach (Filipović; 1974, Vilke, 1974 and 1975.)

In the last ten years linguistics and psychology have offered more insights into the process of learning a FL and different samples of learners have been observed at length; all this has brought about a new attitude to language teaching and learning.

It has been observed many times that a mechanical drill not preceded by understanding of the concept and function of the linguistic structure does not contribute to the communicative competence of the learners. Consequently, the approach to the Filipović "5 stage scheme" has been changed (Vilke, 1980/81).

According to the new approach adopted by the YSCECP, the linguistic material presented to the learners should be understood by the learners first, and practised next, regardless of the age of the learners and the stage of learning.

This caused a certain amount of rearrangement of the linguistic material presented in the course of the 5 stages, because a nine-year-old learner can be made to memorize any linguistic structure in a parrot-like way but can understand only those structures for which he is intellectually ready.

In presenting to the teachers different uses of the English system of modal verbs, we tried to organize the linguistic material in such a way that it progressed from simple to more complex items (one of the criteria of complexity being the negative transfer from SC) taking into consideration also the frequency of use of the item in question in everyday spoken English.

This "Pedagogical Material" on modals is based on the study on modals by Damir Kalogjera and on an earlier Pedagogical Material on Modal Verbs (Vilke, 1974).

The CA predictions of areas of interference have been evaluated through error-analysis research conducted by Jasna Bilinić (based on the oral performance of advanced learners) and through written translation and multiple choice tests prepared by Margareta Volarić (approx. 300 learners were each tested on 60 items dealing with modal verbs).

The table on page 116 shows E verbs belonging to the group of modal auxiliaries. Column 1 to 5 classifies them according to their functional or syntactic characteristics, and distributes them into five stages of teaching. In the first three stages the "simple" and frequent functions of the modals in everyday spoken E have been taken into account. By "simple", two types of items are meant: those equivalent to the functions of SC translational equivalents, where positive transfer is at work, and those that are conceptually close to the young learners.

The first three stages cover the age groups before and up to adolescence - roughly, elementary school children from 9 to 14 years of age.

The fourth and the fifth stages cover secondary school children and adults. All the modal functions referring to time distinctions different from the open-set verb system are treated in stages 4 and 5, as these functions require deductive thinking on the part of the speaker.

In cases where the usage of modals does not interfere with the usage of SC translational equivalents, no intensive exercises are recommended, whereas in cases of negative transfer, special exercises are offered.

	I	II	III	IV	V
SHOULD			obligation putative	should + have + pp, time reference	present, future
SHALL				predictive, promise	
MUST	obligation			conclusion must + have + pp	
TO HAVE TO		obligation			
NEED			negative (lack of obligation)		
OUGHT TO				obligation, conclusion, ought + have + pp	
USED TO				repeated action	
DARE				modal "dare"	
AM, ARE, IS + TO				obligation	
WILL	volition	question tags		habit, insistence, clichés	**induction, probability**
WOULD		tentative		wish, would + have + pp, I wouldn´t know	**ironic**
CAN (TO BE ABLE TO)	ability	question tags	possibility, verbs of sensation, permission	willingness	**characteristics**
COULD				diminished probability could+have+ pp, rel.past	**diminished probability**
MAY	permission			possibility may+have+pp idioms, subjun.	
MIGHT				might+have +pp, time reference	**diminished probability**

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STAGE I

2.1.0. WILL should be treated here only in its function of expressing volition in simple everyday situations. It should become a part of the learner's linguistic inventory - a signal for requests:

Will you open the window?
Will you go to the blackboard?
Will you switch on the light?

The answers elicited from the pupils should not necessarily be: Yes, I will, but also - certainly, - of course, etc.

2.2.0. CAN expressing ability should be taken up in the first stage.

We can touch the floor.
He can open the window.

A substitution table of the following type could be used:

Can	you he Mr.Brown your friend	drive a car? swim? play the piano? ride a bicycle?

Yes, No,	he Mr.Brown you my friend	can can't

The attention of the students should be drawn to the fact that English and Serbo-Croatian usages differ at this point and that they should make a conscious effort to use can where in their own language they would use a different structure (Can Mr.Brown play the piano? - Da li Mr.Brown svira glasovir? Svira li Mr.Brown glasovir? Da li Mr.Brown zna svirati glasovir?). A number of translation exercises from SC into E could help the learners to avoid the negative transfer from SC.(*Do you know to play chess?)

Igraš li šah?
Zna li on pjevati?
Znaš li crtati?
Sviraš li violinu?
Tko zna nacrtati avion?
Tko će odgovoriti na ovo pitanje?

2.2.1. The learner should be made aware of the fact that can differs from the open set verbs inasmuch as its third person singular and negative and interrogative forms do not follow the same pattern.

Guided conversations could be suggested as an additional exercise at this stage, e.g.

A. Can you wind-surf?
B. No, I can´t, but my brother can.
A. Can he do it well?
B. Yes, he can even do it standing on one leg.
A. Can he water-ski as well?
B. He can, but not so well.

2.3.0. MAY in the sense of permission is taken. According to V. Tadić´s statistics, only 3,8% of the examples of may in the Corpus are used in the sense of permission. West´s frequency count shows a higher percentage - up to 6%. In spite of this, we recommend presenting this function to the learners first. The reasons are the following:

1) May is the translational equivalent of smjeti, and SC learners internalize it with ease, especially if it is taken as a vocabulary item - to be used in polite requests.

2) The interrogative form always implies the meaning of permission. In a classroom situation, between learner and teacher it is an appropriate device for putting questions of the type "May I go out?", "May I switch on the TV?", etc.

3) If may were introduced in its most frequent function of implying possibility, the learners might identify it with can, in its other functions.

Written translation tests from SC into E have shown that learners have no difficulties with this verb, if the sense of permission is implied. In the sentence Smijem li ići? 215 out of 274 testees used may, 49 can, the remaining 10 using might, shall, should and could. Nevertheless, the teacher should not spend too much time practising may in the sense of permission, as its range of use is becoming more and more restricted, especially in American English.

2.4.0. MUST in its most frequent function of obligation is treated here. As in its positive form it corresponds to the SC verb morati, it will be easy for the learners to internalize it. The difficulties begin with the negative form, so this particular form will be postponed at this stage. A simple substitution table might help in practising it.

He	MUST	finish	this silly homework
John			a new lesson
We		start	some exercises
I		do	
Her boy-friend		read	
The first-graders			

After the above treated modals have been taken one by one, it would be advisable to assign an exercise, e.g. a guided dialogue, in which the learners would use all the modals studied so far. The idea in doing this is to bring home to the learners the fact that the modals studied so far behave as members of the same system, differing only semantically.

2.5.0. So far the learners have practised the following functions of the modal verbs:

will - volition
can - ability
may - permission
must - obligation

At this point different exercises should be presented to make the learners more fluent in using the modal verbs.

2.5.1. A short dialogue should be translated from SC into E.

A. Hoćeš li ići danas sa mnom u kino?
B. Hoću.
A. Moramo na vrijeme nabaviti karte.

B. Mogu li kupiti kartu i za svog malog brata?
A. Žao mi je, ali ne podnosim male dječake u kinu.

A. ... you go to the cinema with me today?
B. Yes, I ....
A. We .... be in time to get the tickets,then.
B. ...... I buy a ticket for my little brother too?
A. Sorry, but I .... n´t stand little boys at the cinema.

Instead of cinema use football match, concert, etc.

2.5.2. The following exercise may help the learners to situate the function of the modals learned so far into real life situations.

a) Zamolite prijatelja da - otvori vrata
- posudi olovku
- otvori radio
- ugasi svjetlo
- zatvori televiziju

b) Recite susjedu da znate - pjevati
- igrati šah
- govoriti engleski

da ne znate - igrati nogomet
- govoriti francuski
- svirati glasovir

c) Kažite mladjem bratu da može - izaći u vrt
- uzeti vaš bicikl
- pojesti kolač
- ostati u krevetu
- igrati se s mačkom

d) Upitajte nastavnika engleskog da li

mora - toliko raditi
- otići na sastanak
- ispravljati zadaće
- upotrebljavati magnetofon
- sutra doći u školu.

STAGE II

3.0.0. At this stage a thorough revision of the material on modals is necessary, adding some new elements of usage.

The learners might tend to use a modal verb + to infinitive, due to the analogy with the open set verb structures. (I want to go ----- *I can to go). Error analysis of oral performance as well as written tests - even multiple choice tests - have shown a strong tendency among our learners to make this mistake, e.g. in the sentence

.... borrow your pen, please?

A) May I
B) May I to
C) ----

316 out of 334 testees chose the correct variant, whereas 18 chose the form: May I to borrow. A percentage of more than 5 is the average result for this type of mistake, which is surprising, since contrastively there is no justification for it. In all probability it could be avoided if in planning the hierarchy of linguistic material care was taken to teach the modals before the open-set verb + to infinitive structure. If, in spite of this precaution, this error occurs, the learners should be reminded that the modal verbs learned so far (will, can, may and must) have certain features in common - they do not take -s in the third person singular, the infinitives following them do not take to, the interrogative form is made by inversion, and the negative by inserting not between the modal and the lexical verb.

can	Can
must	Must

He will go home
may
No, he cannot (can´t)
must not
will not (won´t)
may not

Will he go home?
May
go home

3.1.0. At this point the idea of the "defectiveness" of the modals could be brought in. Their inability to express a number of temporal relations inherent in the E verbal system could be illustrated by the necessity to use some other verbal forms in place of the modals, to express such relations. *Can* (ability) and *must* (obligation) should be treated at this early stage since they are very frequently used and the students will need them in their everyday discourse.

CAN - past tense COULD
- future WILL BE ABLE TO
MUST
HAVE TO - past tense HAD TO - future WILL HAVE TO

Ability:

He can go home, yesterday: *He could go home*
tomorrow: *He will be able to go home*

Obligation:

He must go home, yesterday: *He had to go home*
He has to go home, tomorrow: *He will have to go home*

Exercise: Turn the following sentences into the
a) past, b) future

1. He can lift this stone.
2. They must finish their job by Monday.
3. He can open a tin of pears.
4. You must answer this letter.
5. Must you read all the book?
6. They can speak Italian quite fluently.
7. I can´t climb steep mountains.

3.2.0. Question tags in connection with the modals should be introduced at this stage as a new structural item. As is well known, a strong negative transfer is at work here, and our learners in their free E. communication almost never use question tags, and if they do, the tags correspond to SC formal equivalents,e.g. "It is nice weather today - no?" due to "Danas je lijepo vrijeme - zar ne?" According to the results of our multiple choice tests more than 15% of testees could not even recognize the correct variant of a question tag, e.g. "We can´t speak English yet, ... ?"

A) can´t we?
B) can we?
C) do we?

Out of 334 testees 39 chose variant A), 6 variant C), and the rest, 279, were correct. The percentage of erroneous answers would be in all probability much higher had the tests been designed on production level - translation, for example.

The teacher should not hesitate to assign new exercises as long as there are any problems in connection with this structure. To vary the form of the exercise of the type:

He can open this door	He can open this door, can´t he?
You will be at home	You will be at home by seven, won´t you?

You can´t answer this question.	You can´t answer this question, can you?

the learners may be given a number of cues to produce mini dialogues related to real situations.

A. You will go to the cinema	- won´t you?	B. Yes, I will.
A. Peter can´t speak English	- can he?	B. No, he can´t.
A. You can be home by eight	- can´t you?	B. Yes, I can.
A. The Ramones can sing beautifully	- can´t they?	B. Yes, they can.
A. Roger Moore will come to Yugoslavia	- won´t he?	B. Yes, he will.
A. We will learn judo	- won´t we?	B. Yes, we will.

The reader will have noticed that the tags have been practised only with can and will as it is with these verbs that they are frequently used in speech.

Teachers are advised to vary the dialogues and use them at intervals until this structure is completely internalized; this may take a considerable time. To avoid monotony and demotivation of the learners, the teacher should make allowance for the learners´ interests in choosing the dialogues.

3.3.0. WOULD. At this stage tentative would should be introduced, as more polite in requests than will: Would you open the door? as compared to Will you open the door?

No special exercises at this point are necessary, as there is no negative transfer from SC. Would in polite requests should become a part of the learner´s everyday repertoire of E. The teacher should use and encourage the use of requests with will and would.

STAGE III

4.0.0. WOULD

At this stage students should use some common structures with would.

4.1.1. Would you mind + gerund

in examples like:

Would you mind	switching on the TV? passing the salt? being quiet? mailing this letter for me? ringing me up at seven o'clock? getting a glass of beer for me? signing this bill?

It should be pointed out to the learners that the polite answer to such a request is No, not at all, as in real life situations it very often happens that SC learners of E identify Would you mind with Would you like, and answer Yes, causing a complete break in communication. To prevent this, they should be asked to practise this structure more often in realistic and simulated situations in the class. So far they have internalized three forms of polite request: Will you, Would you and Would you mind ... ing. Being non-native speakers they lack an intuitive attitude towards structures nonexistent in their mother tongue, and they should be told that Would you mind + ... ing is the most polite of the three, whereas Will you is the most direct.

4.1.2. I´d rather

To master this structure will require considerable time and effort but as it is very idiomatic and frequently used, it should be presented to learners.

It could be practised in exercises of the following type:

Would you like to go to the pictures?	No, not particularly. I´d rather	read the newspaper. read a novel. play tennis. do a crossword puzzle.
Would you like a glass of wine?	No, not particularly. I´d rather	have a cup of coffee have a glass of beer have a sandwich. have an apple.
Would you like to visit Paris?	No, not particularly. I´d rather	visit Rome. see Florence. go to Copenhagen. stay at home.

4.2.1. CAN with verbs of sensation should be introduced. As there is no corresponding structure in SC, our learners tend to neglect it completely. Our tests have proved that only a minority of testees use can with verbs of sensation. In translating the SC sentence Vidim mjesec na nebu, only 11 testees out of 200 used can.

Learners should be encouraged to use it, especially in descriptions of different kinds.

What can you see in this picture?

Can you hear a funny noise in the distance?
I can smell burned wool, etc.

A set of translation exercises might help the learners to internalize this usage nonexistent in SC. E.g. - Vidim čovjeka u daljini. - Čujem buku automobila. - Osjećam hladnoću u zraku. - Vidim jaka svjetla na onom brdu. - On vidi mnogo ljudi. - Čujem pjev ptica.

4.2.2. *CAN* in the sense of possibility should be used, as its frequency in this use in the Corpus is high (according to V.Tadić's statistics 69%).

Learners who have mastered *can* in the sense of ability will have no problems in adopting it in this new function, especially as it is sometimes difficult to draw the line between ability and possibility. Some more examples should be sufficient to make them familiar with this use of *can*.

Anything can happen nowadays.
You can't do a thing like that.
They can come by the six o'clock train.

4.2.3. *CAN* in the sense of permission may be added.

He can do as he likes.

Since in the sense of permission and sense of possibility *can* can be replaced by *may*, it is a good opportunity to have some practice with alternative verbs.

E.g.: In the following sentences insert *may* or *can* as required and justify your choice. In some sentences both verbs can be used. Explain why.

REMEMBER!

CAN = ABILITY, POSSIBILITY, PERMISSION
MAY = PERMISSION, POSSIBILITY

You ..... go now.
She ..... come by the last bus.
It ..... rain tonight.
You ..... put your things there.
He ..... lift a heavy stone.
Her mother ..... cook very well.
.... I offer you a drink?
.... he repair this bicycle?
.... I switch on the TV?
.... she dance as well as Susan?

4.3.0. SHOULD

At this stage should in the sense of obligation could be introduced, although its pair shall has not been treated in any modal sense so far.

Its introduction is recommended at this early stage, as SC learners of E tend to use must to express all kinds of obligation (Kalogjera, p. 89). SC learners should practise should as a translational equivalent of trebati.

He		put your coat on.
She	should	be quiet in class.
We		wear this pretty dress.
You	shouldn't	go to this party.
		stand in the rain.
		smoke so much

4.3.1. Putative should

(see Kalogjera, p. 69-71)

The learners should be acquainted with this use of *should* which appears to be moderately frequently used in everyday spoken English. It is not likely that they will use it spontaneously in their speech, at least not at this early stage, but they should understand it when they see it written or hear spoken.

It is strange that she should go there.
Čudno je da ona ide tamo.

A substitution table presented for consideration might help to draw their attention to this structure.

It is lucky	that	he	should	go there.
It is odd		she		do a thing like that.
It is strange		they		get ill just now.
It is surprising				leave the job after all that.

The learners should be informed that the SC translational equivalent is the tense in indicative (Kalogjera, p.71).

4.4.0. *NEED* should be taken up only as a semantic negative of *must*. The most natural way to do it would be to introduce questions in which obligational *must* is used.

Must you get up at five o´clock in the morning?
No, I needn´t.

Must he work so hard? No, he needn´t.
Must she go to the hospital? No, she needn´t.

Some translation exercises in both directions could be used to clarify the semantic difference between moram, ne moram, vs. I must, I mustn´t, e.g.

Translate the following sentences into E:

Moraš li ići?
Na žalost moram, ali ne moram dugo ostati.
Ivo ne mora danas ići u školu, ali mora kod kuće napisati zadaću.
Iako si bolestan moraš doći u ured, ali ne moraš raditi.
Ne moraš me voljeti, ali moraš prema meni biti pristojan.

Translate the following sentences into SC.

I mustn´t be late, so I must hurry.
Must you do this? No, I needn´t.
He needn´t win the race, but he must take part in it.
You needn´t worry, but you must trust me.

STAGE IV

5.0.0. The reader will have noticed that only a small part of the material presenting modals has been treated so far, and most usages (complicated from the learner's point of view) have not been taken up.

The reason should be obvious to any experienced teacher.

The first three stages cover the age groups from 9-14, and those functions of the modals which require grammatical explanations and certain insights into the functioning of the language have been postponed until the learner is capable of using a certain amount of meta-language about the language, simple as it may be, and of observing the structures of SC and E comparatively. In the fourth stage, which coincides with the first year of secondary school and the fifth or the sixth year of studying E, the teacher should not hesitate to use grammatical explanations to clarify the structural characteristics of the modals.

At this stage a thorough revision of all the material dealing with modals so far is necessary. Items studied so far will be revised and prompted by generalizations and rules.

5.1.0. WILL

The function of will denoting futurity will be differentiated from that denoting modality.

Learners will be able to identify the function of volition, provided good examples were presented earlier in the teaching process.

5.2.0. To remind the teacher and the students of the uses of modals treated so far, the following table could be presented:

CAN	ability He can swim	past could	future will be able
	possibility She can come by 6		
	vbs. of sensation I can see it in the distance	could	will be able
MUST	obligation He must come He has to come	He had to come	He will have to come
NEEDN´T	lack of obligation He needn´t come	He didn´t need to come He didn´t have to come	He will not need to come He won´t have to come
MAY	permission He may go	He was allowed/ permitted to go	He will be allowed/ permitted
	possibility He may come by 6		
WILL	volition I will do that	would	
WOULD	tentative Would you pass...		
SHOULD	obligation He should go there		
	It is strange that he should do it		

New meanings of will should be added. The following are the examples given by D.Kalogjera:

5.2.1. Habit:

She will sit there for hours doing nothing.

5.2.2. Insistence:

Your father will have his way.

At this stage there should be only a limited amount of mechanical drills, if any. The above mentioned meanings of will should be clarified in connection with the text in which the learner meets them.

The most important task of the teacher at this stage would be to define the temporal relations in the system of the modals as opposed to the same relations in the system of the open set verbs. In the cases of the meanings of volition, habit and insistence, would expresses the past tense of will.

volition: He won´t listen, past - He wouldn´t listen (when he was a boy)

habit: She will sit there for hours doing nothing, past - She would sit there for hours doing nothing, when she was a little girl.

insistence: Your father will have his way, past - Your father would have his way, (even when he was quite young).

5.2.3. The teacher will have to find a text with which to familiarise the learners with at least one cliché pattern with will, e.g. That will be all, and then use the opportunity to mention some more. I´ll be right down, I´ll give you that, etc.

If necessary, the learners will have to be reminded that the reduced forms of modals are used in colloquial registers (´ll, won´t, can´t, etc).

5.3.0. WOULD

to express a wish should be introduced.

I wish he would come.
I wish you would be more polite.
I wish you would come on time.

The difference between the shifted future meaning and the modal meaning of would should be stressed, though it will be dealt with systematically when treating the sequence of tenses.

Examples similar to the following could be used:

Only yesterday	he said he she said she	would	mend my bicycle. teach me French. take me to Venice. pay for my holiday. paint my portrait.

Baš jučer je rekla da će popraviti moj bicikl.

as opposed to

What would you do if you won the lottery next week?	I´d buy a new TV set. I´d rent a luxury flat. I´d have a long holiday.

Što bi učinio da dobiješ na lutriji slijedećeg tjedna?

5.3.1. After learners have mastered the above mentioned uses of would, the most difficult step should be taken: the introduction of would + perfect infinitive.

The first series of exercises might be introduced by changing the adverb of time from this week into last week in the above mentioned sentence - What would you do if you won the lottery next week? - making all the necessary adjustements in the sentence. (What would you have done if you had won the lottery last week?)

Teachers will receive more information on exercises in connection with this material, in the "pedagogical material" on conditional clauses. At this point, the most important thing is to clarify to the learners the idea that the modals in time relations behave in a different way from the open set verbs.

5.4.0. CAN Its past tense should be revised.

It should be explained to the learners that in some cases modals and their corresponding past forms express relations of the same kind.

Will you pass the salt, please?
Would you pass the salt, please?

Can you come?
Could you come?

No time relation is implied here, but would and could are more polite requests.

In expressing ability and with verbs of sensation could is the past tense of can.

He could ride a bicycle as a small boy.
I could see the moon yesterday when I walked home.

5.4.1. Could + have + pp should be practised in connection with past time reference and nonfulfilment.

He could have gone to the opera yesterday, but he did not.

Translation exercises of sentences in both directions should be used.

E.g. Translate the following sentences from E into SC:

She could have earned a lot of money.
I could have gone with you last weekend.
You could have remembered to mail that letter.
He could have attended the lecture yesterday.

Translate the following sentences from SC into E:

Mogao je otići u Pariz prošlog ljeta.
Mogli smo pročitati tu knjigu.
Mogao je pozdraviti prijatelje kad je bio tamo.
Mogao sam kupiti auto.

5.4.2. To be able with future reference should be revised and exercises implying time reference should be given, e.g.

Turn the following sentences into a) past, b) future, using the appropriate time adverbials, e.g.

He can speak French.
He could speak French when he was ten.
He will be able to speak French when he finishes college.

1. He can sing beautifully.
2. My friend can lift a hundredweight.
3. They can skate.
4. She can see with glasses.
5. My sister can paint watercolours.

5.4.3. Some translation exercises can be added to clarify the difference between the modal and temporal uses of can and could, e.g.

Jesi li znala plivati prije deset godina?
(Could you ...)

Hoćeš li sutra moći ići u školu?
(Will you be able ...)

Znaš li plesati?
(Can you ...)

Možeš li danas ići u kino?
(Can you ...)

John ne bi jučer mogao ići u kino.
(John couldn´t have ...)

Hoćeš li večeras moći napisati pismo?
(Will you be able ...)

5.5.0. MAY in the sense of possibility should be introduced.

He may come tomorrow.

The learners should not translate it as Smije doći sutra, but as

Možda će doći sutra.

This *may* cannot be replaced by *can*.

Može (smije) doći sutra.
He can come tomorrow.

Možda će doći sutra.
He may come tomorrow.

In the sense of possibility *may* can be replaced by *might* (analogy with will - would, can - could) to add to the meaning of "tentativeness".

You might go.
Mogao bi ići.

The learners should be informed that *may* and *might* refer also to the future.

5.5.1. It is important to clarify that the past tense of *may* differs when expressing permission and when expressing possibility.

Permission - He may go - He was permitted to go.
Possibility - He may come - He might have come last week.

Parallel exercises on both usages are recommended.

Turn the following sentences into the past tense:

You may open the window. (perm.)
Mary may finish her book. (poss.)
John may go out to play. (perm.)
We may sit up late tonight. (poss.)
The Browns may arrive in time. (poss.)
The concert may start before we get there. (poss.)
You may take my umbrella. (perm.)

As set phrases, to become a part of the learner's inventory for communication, the following expressions should be practised:

You might have noticed
Možda ste primijetili

as opposed to

You will have noticed
Bit će da ste primijetili.

5.5.2. If found in the texts used, subjunctive may should be mentioned to the learners: May you arrive safely!

5.6.0. SHALL

Taking into consideration the low frequency of shall (Kalogjera, p.68) no special effort should be made by the teacher to make the learners use it regularly except in the first person interrogative, when it is normal. - Shall I open the window? The learners should be informed about the other uses of shall.

5.6.1. Shall - expressing promise

There we shall be free and unknown.

5.6.2. Predictive shall

He shall do it,

the latter being replaceable by will.

5.7.0. SHOULD in the sense of obligation has been already treated in the lower stages of learning.

5.7.1. The learners should be encouraged to use it as a set phrase after expressions like - it is odd, - it is strange, - it is lucky, - it is surprising. (Putative should)

It is strange that he should do it,
It is lucky that he should go away,etc.

and in further idiomatic expressions like:

Who should I see, but Bob,
Why should you suspect me,
I should say,
I should imagine, etc.

5.7.2. Should + have + pp should be introduced, expressing unfulfilled obligation in the past.

I should have gone yesterday, but I didn´t.
We should have read this book.
You shouldn´t have done this.

As the learners have practised this structure in the case of would, could and might, it will cause no special difficulties.

5.8.0. MUST. Learners have mastered the basic features of must in the sense of obligation. Revision of this material is necessary with special stress on its semantic negative, - needn´t and don´t have to.

They must come in time, negative:

They don´t have to come in time.
They needn´t come in time.

5.8.1. The learners are warned that it is the past tense of must only in the sense of obligation. Conclusion must should be introduced, prompted by its translation into SC.

You must be tired - Mora da si umoran.

5.8.2. The past form must + have + pp, which is used in the meaning of conclusion only - You must have been tired (Mora da ste bili umorni) should be presented and the difference between the meanings of conclusion and obligation explained, as well as the difference in form in the past tense. (See Kalogjera, pp. 86-92).

5.8.3. At this point it would be advisable to present must comparatively in the meanings of obligation and conclusion, as suggested by Kalogjera (p.91). (See the table on page 144).

M U S T

	OBLIGATION	CONCLUSION
(+) present	The bill must be paid. (regularly) Račun mora biti plaćen.	The bill must be paid. (Here is the receipt) Račun mora da je plaćen.
(-)	The bill must not be paid. Račun ne smije biti plaćen. The bill needn't be paid. The bill doesn't have to be paid. Račun ne mora biti plaćen.	The bill can't be paid. Ne može biti da je račun plaćen.
(+) past	The bill had to be paid. Račun se morao platiti.	The bill must have been paid. Mora da je račun bio plaćen.
(-)	The bill didn't have to be paid. Račun se nije morao platiti.	The bill can't have been paid. Ne može biti da je račun bio plaćen.
(+) future	The bill must be paid tomorrow. Račun sutra mora biti plaćen.	
(-)	The bill must not be paid tomorrow. Račun ne smije biti plaćen sutra. The bill needn't be paid tomorrow. The bill doesn't have to be paid tomorrow. Račun ne mora biti plaćen sutra.	no future reference, unless followed by progressive (this being a passive sentence, impossible)

The students should be reminded that in a subordinate clause introduced by a verb in the past tense (sequence of tenses) obligation must either remains unchanged or had to is introduced, whereas conclusion must makes use of the perfect infinitive. (Kalogjera, p. 87)

	He said that the bill must be paid. He said that the bill had to be paid. Rekao je da račun mora biti plaćen.	He said that the bill must have been paid. Rekao je da račun mora da je plaćen.

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To practise the usage of the two principal meanings of must the learners should be offered the following exercise:

a) Translate the following sentences into E:

1. Mora da si gladan.
2. Moraš biti pažljiviji.
3. Mora da je u gradu danas vrlo vruće.
4. Morate danas ostati kod kuće.
5. Mora da hoda u snu.
6. Mora da je to pogreška.
7. Svatko mora pročitati tu knjigu.
8. Moraju stići na vrijeme.
9. Mora da je dobar čovjek.
10. Mora da tamo ima mnogo djece.

b) After translating the sentences decide whether must is used in the meaning of obligation or of conclusion. At the end of each sentence put O for obligation or C for conclucion.

c) Turn the translated sentences into the past.

d) Turn them into the negative form.

5.9.0. HAVE TO

"Formally have to cannot be classified as a modal, but semantically a survey of the modals without it would be incomplete" (Kalogjera, p.93). Since there is a tendency among SC learners of E to use must at the expense of other modals expressing obligation, they should be encouraged to use have to, especially in cases where obligation is imposed by general circumstances.

You have to stay at home today.

He has to be more careful.
They have to arrive in time.
You have to put on your warm clothes.

With the negative and interrogative form and with the past tense of *have to* the learners have been acquainted while practising different uses of *must* (see table, p. 144).

5.10.0. *OUGHT TO* in the sense of conclusion and obligation should be introduced, with reference to present

I ought to see him.

past

I ought to have seen him.

and future

I ought to see him tomorrow.

Because of the low frequency of this modal (M.West finds it 500 times in 5,000,000 running words, as compared to *must* 3946 times) it is introduced relatively late.

The learners should understand that *ought to* usually translates with *trebati* and that it is more formal than *should*. According to Kalogjera (p. 93) *must* and *have to* express the idea that the person or thing concerned is not considered free to avoid the required action whereas *should* and *ought to* suggest that the subject is considered free to avoid it. If especially interested and advanced, the learners might be informed about this subtlety of meaning.

5.11.0. *AM*, *ARE*, *IS*
WAS, *WERE* + TO

in the sense of obligation is underused by SC speakers of E

(Kalogjera, p. 99-100). Learners should have some experience with this structure, as it is an integral part of the E idiom.

The following exercise could help them become aware of the function of this modal construction used in present and past:

He is to take care of the children.
Treba da preuzme brigu o djeci.

In the following sentences replace must by am, are, is + to and translate the sentences into SC:

They must be married next week.
This letter must be delivered at ten o'clock.
You must leave at once.
He must answer my question.
You must lock the door at once.

5.12.0. USED TO should be presented to the learners as an idiomatic expression used to denote a habitual action in the past. Because of the lack of frame of reference in SC, this particular structure though fairly common in E is very seldom used by our speakers. In our multiple choice tests, the testees in more than 10% of cases chose the wrong form of this structure, e.g. He .... come more often.

(A)	use	10 testees
(B)	used	15 "
(C)	used to	297 "

When we were at the seaside we .... a lot.

(A) used to swim - 275 testees
(B) used swim - 28 testees
(C) use swim - 4 testees

Systematic observation of the free communication of SC speakers reports a surprisingly low frequency of this structure. Perhaps translational exercises from SC into E would be best for practising this structure, provided the structure were given as obligatory with the perfekt of SC imperfective verbs.

> Radio je mnogo prije te nesreće - He used to...
> Ustajao je kasno dok je bio na fakultetu.
> Prije braka išao je u kino svaki tjedan.
> Subotom uveče obično su dugo sjedili i razgovarali.

Students should be encouraged to use this structure in their free spoken and written communication.

5.13.0. DARE as a modal auxiliary sometimes has the same pattern as other modals, and sometimes acts partly like a full verb and partly like a modal. The students should be made aware of this fact.

> I don´t dare ask him.
> I didn´t dare ask him when we met (implies that the action was not completed).

It can also refer to future

> I daren´t ask him about that tomorrow.

Learners should not spend much time practising this verb, as it is very infrequent. In the Zagreb version of the Brown Corpus - Kalogjera reports - only 53 cases of dare are found both as full and modal verb.

The idiomatic uses, I dare say you are + adjec. and Don´t you dare + infinitive, should be familiar to the students.

STAGE V

6.0.0. The least frequent uses of modals not covered before, should be treated now. Note that this is a very advanced stage of learning and the learners are expected to have mastered the basic characteristics of the modals.

6.1.0. *WILL* in the sense of induction -

Pigs will eat anything.
(Svinje jedu sve)

6.1.1. - probability

The French will be having a holiday today.
(Bit će da Francuzi danas imaju praznik)

6.2.0. *WOULD* in the ironic sense -

He tore his new trousers. He would. (Hoće on)
He didn´t understand a thing. He wouldn´t.
(Drugo se od njega ne može ni očekivati)

6.3.0. *CAN* in the sense of the characteristic -

He can tell awful lies.
(Zna pričati grdne laži)

6.4.0. *MIGHT* in the sense of weakened possibility -

He might come tomorrow.

The main task of the teacher at this stage would be to recapitulate systematically all the uses and functions of the modals, as this knowledge has to be the basis of the learner's free spoken and written acts of communication in E.

To test the learner's command of this grammatical category, different translation exercises should be presented. The exercises should cover different uses of the modals, and especially those in which the interference of SC is at work.

Translation exercises given at different times could be of the following type:

1. Hoćete li dodati kruh?	1a) Can (will) you pass the bread?
2. Bi li dodali kruh?	2a) Could (would) you pass the bread?
3. Osjećam miris proljeća u zraku.	3a) I can smell spring in the air.
4. Mogao bih navratiti sutra.	4a) I might drop in tomorrow.
5. Možda ste čuli.	5a) You might have heard.
6. Morao sam mnogo putovati prošlog mjeseca.	6a) I had to travel a lot last month.
7. Mora da ste mnogo putovali prošlog mjeseca.	7a) You must have travelled a lot last month.
8. Ona sutra mora ići u bolnicu.	8a) She must go to the hospital tomorrow.
9. Volio bih da ode.	9a) I wish he'd go away.
10. Ti ne možeš danas u kino, zar ne?	10a) You can't go to the cinema today, can you?
11. Želio bih da to zauvijek potraje.	11a) I wish it would last for ever.
12. On bi tamo sjedio satima i čitao.	12a) He would sit there for hours, reading.
13. To je sve.	13a) That will be all.
14. Dodji u vrt, molim te.	14a) Come to the garden,will you!

6.3.0. Should the learners have difficulty in identifying English modals with their Serbo-Croatian equivalents, the teacher should let them study the list of SC modal equivalents to the E modals as presented by Kalogjera (p.23).

morati - must, have to, be obliged to

trebati - must, have to, should, ought to, need, be required to

htjeti - will, shall, be willing to

smjeti - may, can, be allowed to

moći - can, may, be able to

valjati - ought to, should, need.

7.0.0. In case of interested, advanced learners a different approach could be selected so that they could gain more insight into the system of modal verbs. So far the approach to the modal verbs has been from form to meaning. A semantic approach - from meaning to form is suggested at this point.

Following is a table of concepts contained in the system of E modals and their SC equivalents compiled from Kalogjera´s survey of the English modals and their equivalents in SC. (p. 27-32).

	English	**Serbo-Croatian**
Obligation	must, have to, should, ought to, need	morati, trebati, conditional of morati, trebati
Lack of obligation	needn´t	ne morati
Permission	may, can, might, could	moći, smjeti, bi li mogli, bi li smjeli
Prohibition	may not, must not, shouldn´t, oughtn´t	ne smiješ, ne bi smio
Certainty, Probability, Prediction	must, have to (Amer.), ought to, should, will	morati, trebati, valja, conditional of morati trebati, htjeti
Uncertainty, Improbability	can´t be, shouldn´t, oughtn´t	neće biti, nije moguće
Possibility	can, may	moći, možda
Ability	can, be able to	moći, umijeti, znati

Used to formal teaching of different grammatical structures, learners often lack understanding of the concepts presented by these structures. To improve this understanding the following exercise is suggested:

Each pair of sentences consisting of an English sentence and its SC translational equivalent expresses the same concept of modality. Study the sentences and select the adequate concept:

1. John može popraviti ta vrata. John can repair this door.

   (A) Possibility
   (B) Ability
   (C) Permission

2. On zna pričati grdne laži. He can tell awful lies.

   (A) Ability
   (B) Possibility
   (C) Permission

3. Možeš (smiješ) ići u kino. You may go to the cinema.

   (A) Obligation
   (B) Possibility
   (C) Permission

4. Ne smiješ doći kasno kući. You mustn´t come home late.

   (A) Prohibition
   (B) Obligation
   (C) Lack of obligation

5. Trebao sam ići jučer. I should have gone yesterday.

   (A) Obligation
   (B) Probability
   (C) Prohibition

6. Možda je došao prošlog tjedna. He may have come last week.

(A) Possibility
(B) Permission
(C) Obligation

7. Mora da je nesretan. He must be unhappy.

(A) Probability
(B) Permission
(C) Obligation

8. Ne moraš ići tamo, ako ne želiš. You needn´t go there if you don´t want to.

(A) Obligation
(B) Prohibition
(C) Lack of obligation

9. On će satima sjediti i čitati. He will sit for hours, reading.

(A) Obligation
(B) Prediction
(C) Permission

10. Ne bi smio zakasniti. You shouldn´t be late.

(A) Obligation
(B) Lack of obligation
(C) Prohibition

Key to the exercises: 1B, 2A, 3C, 4A, 5A, 6A, 7A, 8C, 9B, 10C.

The uses of the system of English modals are numerous and some of them are extremely subtle, but the scope of this "Pedagogical Material" has had to be limited to satisfy the needs of the average SC learner of E. We have tried to cover the most frequent uses, necessary for the purposes of simple communication. We sincerely hope that some exercises might help in teaching the intricacies of the E modals. The learners who find them too simple and easy and who are at the same time interested in the subject should be referred to further reading, in the first place to Kalogjera's study itself.

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